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ABSTRACT

The purpose of this paper is to present and discuss learner responses to the television component of the various courses developed or offered by the University of Mid-America (UMA). Implications for courseware development are outlined, and research questions to be addressed are suggested. Four courses were offered by UMA: (1) Accounting I, (2) Introductory Psychology, (3) Consumer Experience, and (4) Making It Count. Data were principally gathered from evaluation forms submitted by learners both during and at the end of the courses. Principal findings are discussed for each course. General findings suggest that (1) learners consider the television programs to be helpful to very helpful; (2) the broadcast television component served an important pacing function; (3) the television component is less important in learner study than other components; (4) learners respond positively to television programs where its role is perceived as presenting material clearly related to explicit course objectives; (5) learners respond negatively to the aspects of television perceived as entertainment; and (6) learners seem more satisfied with television programs when material of clear importance in the course is presented in a different manner from the way material is covered in other components. Course evaluation forms and interview protocols are furnished as appendices. (Author/DAG)

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# LEARNER RESPONSES TO THE USE OF TELEVISION IN UMA COURSES

Working Paper No. 8

Office of
Research and Planning

Laurence A. Brown
University of Mid-America

July, 1975

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## ABSTRACT

This paper is a report of the first of a number of investigations relating to media usage to be conducted by the University of Mid-America (UMA), a four state nontraditional education consortium. The purpose of this paper is to present and discuss learner responses to the television component of the various courses developed or offered by UMA/SUN. In addition, implications for courseware development will be outlined, together with suggested research questions to be subsequently addressed.

Four courses have been offered to date by UMA/SUN. The first, Accounting I, is a college level introduction to accounting developed entirely by UMA. In addition to television, the course includes print and audio components. The second course, Introductory Psychology, is a first year college course acquired from CRM and extensively adapted by UMA. The third course, Consumer Experience, is a consumer education course developed at the University of Wisconsin-Green Bay, acquired by UMA and offered essentially as acquired. The final course is Making It Count, an introductory course in computer technology developed by Boeing Corporation. It too was offered as acquired. There have been two offerings of Accounting I and Introductory Psychology to date. The other two courses have been offered only once.

Data relating to learner responses to television in UMA courses have been gathered from a variety of sources. Evaluation forms have been submitted by learners at various points during each course and following course completion. In Accounting I, additional interview data were gathered from learners who had completed or nearly completed the course. Some interview data from course non-completers were also obtained with respect to Accounting I and Introductory Psychology.

The following are principal findings from data pertinent to this report:

Accounting I

* Most enrollees find the television programs helpful, with about 20% rating them as very helpful. Nearly 25% of the enrollees, however, consider the programs to be of little or no help.

* When ranking the five instructional components in terms of importance, enrollees generally rank television next to last.

* About a third of those completing the course report they enjoy the television programs, while a slightly higher percentage indicate they receive little or no enjoyment from the television programs.

* Nearly 25% of course completers perceive television to be important in the course, but about a third consider it of little importance.

* Negative comments about television outnumber positive ones. Prevalent criticisms of the television is that it does not present sufficient instructional content and the material is presented in a manner offensive to adult learners.

* Nearly half of the enrollees consider the broadcasting of television to have been an important pacing device for them in their study.

Introductory Psychology

* Most enrollees consider the television to be a helpful course component. Less than 15% perceive it to be of little or no help.

* Nearly all enrollees find the television programs to be pleasurable. Half of the respondents indicate the pleasurable aspects of the programs do not seriously detract from their informational aspects.

* About two thirds of the enrollees perceive the television broadcasts to be an important factor in pacing their study.

* Enrollees tend to rank the television as third or fourth in importance among the instructional components of the course.

* Positive and negative comments about television from learners are about equal in number. Generally, positive comments center on the interesting nature of the programs, while negative comments focus on the perceived disparity between the content of the television programs and the content for which enrollees are responsible.

Consumer Experience

* Virtually all enrollees find the television programs helpful, and nearly three quarters rate them as very helpful.

* An average of nearly 80% of enrollees consider the television program to be good or exceptional.

## Making It Count

* About 90% of the enrollees consider the television programs to be helpful, and half perceive them as very helpful in course study.

* Enrollees tend to object to the fact that the television programs virtually repeat the content in the Student Manual.

## General Findings

The more important findings across all four courses are as follows:

* A large majority of learners consider the television programs of a course to be helpful to very helpful.

* At least half of those completing a course perceive that the broadcast television component served an important pacing function for them.

* Course completers generally rank the television component as less important in their study than other principal components in the course.

* Learners tend to respond positively to the television programs of courses in which the role of television is perceived as principally that of presenting material clearly related to explicit course objectives.

* Learners tend to respond negatively to those aspects of the television programs of a course that are perceived as having exclusively an entertainment function.

* Learners seem more satisfied with the television programs of a course when the programs present material of clear importance in the course but present it in a manner that is distinctly different from the way the material is covered in other components.

## Further Research Possibilities

The data and discussion presented in this report suggest a number of research questions to be addressed by UMA including the following:

* What is the degree of impact on course completion statistics of broadcasting the television programs of a course?

* What characteristics of course television programs are most closely related to measures of learner satisfaction with the television component and the course overall?

# LEARNER RESPONSES TO THE USE OF TELEVISION IN UMA COURSES

## Introduction

The University of Mid-America (UMA)[1] is a four-state consortium established to develop multi-media educational courses for adult learners within an open learning nontraditional setting. UMA, as a regional enterprise, grew out of an original one state entity, the State University of Nebraska (SUN) Project, an arm of the University of Nebraska System closely aligned with the Nebraska Educational Television Network.

From its inception, UMA has been committed to the incorporation of educational television as an integral feature in courseware. The rationale for this commitment has several facets. In many states, ETV is a medium providing relatively easy access to postsecondary educational experiences for a large number of adults. Moreover, television has the potential for providing a diversity of instructional approaches. In addition, television is a relatively low cost course component for learners (because of free access to open circuit programming), even though television production costs are relatively high.

Television is not the only medium used in UMA courseware. The courses developed, acquired or planned by UMA thus far involve the use of various print, audio and video components. It is an underlying assumption by UMA that an open learning educational enterprise, enrolling adult learners having very diversified characteristics, requires a variety of media to take account of those characteristics most effectively.

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[1]The principal funding agency providing support for UMA is the National Institute of Education, under the supervision of its Open Learning Branch.

The effectiveness of the entire UMA enterprise rests in large measure on the degree to which UMA courses (including the means for mediating course content) are judged effective. For this reason, the UMA Office of Research and Evaluation has been charged with obtaining, analyzing and reporting data relating to the effectiveness of the several media employed in UMA courses to date.

At this early stage in the life of UMA, it is not altogether clear what particular media are most effective (in whatever way "effectiveness" is defined) for what purposes under what circumstances. Indeed, it is not even clear at this point what criteria should be used in determining media effectiveness. This is a matter of great concern within UMA, though certainly not a problem that is unique to UMA. For example, Professor Hawkridge of the Open University of the United Kingdom made the following statements recently regarding the media selection process with the Open University:

> "I have to admit...that the University's selections of media are controlled by logistical, financial and internal political factors rather than by soundly based and clearly specified psychological and pedagogical considerations.... The fact is that instructional researchers and designers have not provided even the foundations for constructing strong practical procedures for selecting media appropriate to given learning tasks. If there has been British work in this area, I have been unable to discover it.... In the United States, over 2,000 media studies have not yielded the answers we need.[2]

Thus, in its future endeavors, UMA must direct attention to determining the potentials, limitations, and actual effectiveness of the various course components. For example, investigations might be made into how to utilize most effectively the newspaper, learning center, or audio tape. Similarly, studies might be made on the contribution a given medium makes to the overall instructional impact of a course.

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[2]From a recent paper (mimeograph, undated) by Professor David G. Hawkridge, Director of the Institute of Educational Technology, The Open University of the United Kingdom, entitled: Media Taxonomies and Media Selection.

This paper represents the first step in what will be a series of investigations into the uses of media in UMA courses. At the request of its principal funding agency, the Office of Research and Evaluation has focused upon the uses of television in the first UMA courses. For a variety of reasons, television is one medium upon which much attention is focused, both inside UMA and outside.

Specifically, television presents the following distinctive features in relation to other media used in UMA courseware: 1) Television would seem to have greater potential than other media for stimulating positive interest in and support for UMA by various viewing audiences; 2) It is the most expensive medium to employ in terms of production costs; 3) If used strictly in a broadcast delivery mode, television may tend to limit study schedule flexibility; 4) Television, because of the extensive commercial television viewing experience of most adults, is susceptible to critical response by enrolled learners and casual viewers alike.

For the reasons just listed, it is imperative that UMA's study of the various media employed in courses begin with an assessment of television usage. An assessment of the effectiveness of the television components in UMA courses would, in its most complete form, include at least the following elements:

- Learner responses to television in UMA courses.

What has been the general learner appeal of television programs presented? What are learner perceptions of the television programs in terms of their helpfulness? In terms of learner interest? In terms of the importance of the programs in the course? How have UMA learners rated the television component of a course relative to other components in the course? In what ways have learner responses to television differed among courses?

- Responses to television components of UMA courses by audiences other than enrolled learners.

How do the following audiences respond to UMA television programs, whether viewed on open circuit or videotape: In-house production staff and other officials? External television producers and related professionals? Appropriate content specialists? Appropriate college academic departments? UMA advisory councils? Funding agencies? Federal and state officials? Casual viewers?

- Determination of the effective roles or functions of course television components.

How effective is television, when employed in UMA courses, as a conveyor of course content? As a motivational medium? As a pacing device? As an advance or post organizer? What types of television presentation have what particular effects on what kinds of learners under what specific circumstances?

- Cost-effectiveness of television in UMA courseware

This determination would entail: 1) specification of the overall costs of the use of television in each course, including short-range developmental costs, long-range costs of implementation and overall costs to learners; and 2) clear delineation of the methodology whereby the "costs" and the "effectiveness" of UMA course television components are inter-related.

The primary intent of this paper is to deal with the first of the elements described above, namely, the presentation and analysis of data regarding learner responses to television as used thus far in UMA courses. In the sections below, learner television response data, as gathered from each of the four UMA courses offered to date, will be described. On the basis of these data, certain preliminary conclusions will be outlined regarding some aspects of the effectiveness of television components in UMA courses, individually and collectively. In addition, suggestions will be made concerning some research questions that, on

the basis of data obtained, ought to be addressed in order to inform future decision making regarding the use of television in UMA courses.

It is important to caution against too stringent interpretation of the data, for course delivery experience has been extremely limited thus far. The data reported herein might best be thought of as suggestive, not prescriptive. Furthermore, it must be emphasized that television is only one of several course components. This paper does not therefore represent an evaluation of any course, but rather a look, from the learner's perspective, at one kind of component.

## Description of UMA Courses

This paper presents data from the four courses offered to date by UMA and SUN. Only one of these courses--Accounting I--includes a television component produced entirely by UMA. The television programs of a second course--Introductory Psychology--include portions produced by UMA together with portions from the original course and some from other sources. The other two courses include television components produced entirely by other entities. The four UMA courses are described below. Before examining data on learner responses to television, the reader may wish to review descriptions of the four courses offered thus far, and to consider the intended roles for television in each of the courses.

### 1. Accounting I

This course, produced in its entirety by UMA, is a college-level introduction to accounting. It corresponds to one half of the first-year accounting course. The course is approved for academic credit by the Accounting Department of the University of Nebraska-Lincoln (UNL). In addition to the television component, Accounting I includes a textbook, a detailed study guide, a set of audio tapes and a weekly overview of each lesson carried in a newspaper distributed statewide.

Accounting I consists of a number of topics, with each topic corresponding generally to a lesson of instruction, as the term lesson is used with on-campus courses. There are fifteen, 30-minute television programs, with each program generally relating to a single topic. During the first two offerings of the course, each of the television programs was broadcast over the statewide ETV network in Nebraska twice during a particular week--once in early evening at the beginning of the week, and again early in the afternoon on Saturday.

In addition to open circuit broadcasting of UMA course television programs, video cassettes for all programs were available to learners at four SUN learning centers, located in different population centers across the state. Up to three-quarters of the learners who have enrolled in a UMA course live in reasonably close proximity to a learning center. Thus, most UMA learners can view any television program when desired, either for review or seeing a missed broadcast.

The television broadcast schedule for the initial offering of Accounting I began October 1, 1974, and ended February 1, 1975. Enrollees were informed that the course did not have to be completed until April 30, 1975, and additional time beyond that date was given to learners requesting it. Of the more than 400 persons enrolled in the course, 273 learners enrolled for academic credit. To date, 123 (45%) of those originally enrolling for credit (a number have since changed to "no credit" enrollment) have satisfactorily completed all requirements for course credit, and others are close to completion. To date, less than 3% of those completing the course have scored too low on course examinations to receive academic credit.

The second offering of Accounting I began March 1, 1975. The conditions for this second offering were virtually the same as for the first offering. A major difference is that a week for review was provided in the broadcast television schedule immediately prior to the time when each of the three exams

would normally be taken. One hundred and twenty-six persons are enrolled in the second offering of Accounting I, with 107 of these enrolled for credit.

2. Introductory Psychology

Whereas Accounting I was developed entirely by UMA, Introductory Psychology was an extant course that was acquired by UMA and then extensively adapted for its own use. The original course was produced by Communications Research Machines, Inc. (CRM). The UMA adaptation of the CRM course utilized the CRM textbook, a study guide developed by UMA from CRM materials, a weekly newspaper lesson overview, a set of recommended readings, and fifteen, 30-minute television programs. The television programs include extensive portions of a number of the CRM course films (and some films from other sources) to which original UMA production material was added.

Introductory Psychology is a college level course. Credit for the course is offered by the Psychology Department at UNL. The television broadcast schedule for the first offering of Introductory Psychology began November 4, 1974, and concluded on March 1, 1975. The schedule of program broadcasts for this course was quite similar to Accounting I. Enrollees were given until May 31, 1975, to complete course requirements.

A total of 265 persons enrolled in the first offering of Introductory Psychology. Of the 220 learners who enrolled for credit during this first offering, 117 (53%) have satisfactorily completed the course. As in the first offering of Accounting I, less than 3% of those completing the course have not done well enough to be granted academic credit.

The second offering of the course began March 4, 1975. The conditions of this second offering are in most cases approximately the same as those for the first offering. As with the second offering of Accounting I, however, a review week was included in the broadcast schedule immediately preceding the times set

aside for each of the five course exams. Ninety persons enrolled for this second offering of Introductory Psychology, with 81 enrolled for credit.

3. Consumer Experience

Consumer Experience is a course designed to assist in the understanding and solution of many common consumer problems existing in our society. The course was developed and produced by two faculty members at the University of Wisconsin-Green Bay. It was acquired by UMA and offered to learners virtually as acquired.

The course consists of thirty, half-hour television programs, two texts, a student learning guide, and a UMA developed newspaper lesson overview. Two different television programs are aired over the ETV network twice each week, one on Tuesday and Saturday and the other on Thursday and Saturday.

The television broadcast schedule for the first offering of Consumer Experience began on March 4, 1975. Seventy-five persons are enrolled in the course, with 62 enrolled for credit. Academic credit for Consumer Experience is offered by the Department of Education and Family Resources at UNL.

4. Making It Count

The fourth course offered by UMA is Making It Count, an introductory course in computer history and technology. This course was developed and produced by the Boeing Corporation and was acquired by UMA and offered virtually intact.

Making It Count consists of twenty, half-hour television programs supplemented by a student manual, a textbook, and newspaper lesson overviews developed by UMA. Two of the television programs are broadcast during a given week; the first on Monday and Saturday and the second on Wednesday and Saturday.

The first offering of Making It Count began March 3, 1975. Fifty-eight learners out of a total of 71 enrollees are presently enrolled for credit in

the course. Credit for Making It Count is offered by the Computer Science Department at UNL.

## General Description of the Role of Television in UMA Courses

Television is clearly an important medium in each of the four UMA courses offered to date. There are, however, marked differences among the television components in each course. These differences relate to many aspects of the medium use, including such things as the instructional role assigned to television in course development, the instructional relationship of television to other components, the relative proportion of content load carried by the television component, the general style of presentation employed, and talents used.

If UMA employs an acquired television component for a course, it has little or no control--except by means of the course acquisition process--over the characteristics of that television component. In cases where UMA develops the television component wholly or in part, UMA can, of course, determine what the characteristics of that component will be. It is therefore important to understand what criteria are employed in the development of UMA course television components, and how those criteria were themselves developed.

During the early days of SUN, at least four fundamental (though generally informal) judgments were made which had direct and continuing influence on the character and role that television would play in UMA courses.

The first of these judgments was that courses developed by UMA would be multi-media in nature, with each medium being utilized to fulfill the role in the course for which that medium is most suitable. In particular, it was determined that no one medium would carry the entire responsibility for cognitive instruction in any course.

Second, television was determined to be a principal--rather than an adjunct--instructional medium. This judgment was based on the fact that educational television was accessible to a large majority of residents in the region and that, therefore, televised instruction was one of the most transportable media available to an educational enterprise such as UMA.

The third judgment was that a key characteristic of any television component produced for a UMA course would be "high quality." Although quality was not rigorously defined, it was generally agreed that such quality would be determined through comparison of various elements of UMA television production (e.g., caliber of production personnel, quality of sets, etc.) with the same elements in recognized high quality commercial or public television programs.

Finally, on the basis of prior instructional television research indicating that televised lectures are not particularly effective, it was decided to utilize a different approach to televised instruction with UMA courseware. In settling on a methodology for television employment, UMA was influenced considerably by the overall experience of the Children's Television Workshop, which developed Sesame Street and Electric Company for children, and--more recently--Feeling Good, a series on health for adults.

In brief, it was determined that the television component of each course should be produced to engender a strong and positive visual appeal in learners as well as to assist in content learning. It was believed that for learning from television to occur, the learner's interest in what was being presented had to be maintained. It was decided that vignettes, story lines, animation, and similar techniques were potentially effective formats for achieving these ends.

As stated earlier, differences along a variety of dimensions exist among the television components of the four courses offered to date by UMA. The

prominent characteristics of these television components will be described in the following sections of this paper. It may be helpful at this point, however, to provide the reader with a brief schematic representation of some principal differences existing among the television components of the various UMA courses. Figure 1 provides such a representation. It was developed by the author of this report on the basis of an inquiry regarding each course.

Although each of the characteristics presented in Figure 1 should be approached individually to understand fully the differences in television usage across courses, there is one broad characteristic that is deserving of special attention here: The degree to which the television is oriented toward content learning as opposed to a more affective orientation.

This is especially true in light of what has been said regarding the historical formulation of a rationale for television utilization in courses developed by UMA. The characteristic differences among television components in courses offered by UMA--particularly where those differences relate to content coverage, format, style, and the utilization of talent--can perhaps best be thought of with respect to a cognition-affect continuum. The television components of some UMA courses are focused to a considerable extent on the direct impartation of content knowledge and understanding, with less apparent attention paid to the learner appeal aspects of the presentation.

With respect to other courses, however, the television component or portions of it appear to have been developed and produced so as to fulfill a more affect-related role. It will be noted from Figure 1 that these "other courses" are those for which the television component has been produced wholly or in part by UMA. These latter UMA-produced television components are primarily concerned, of course, with the task of aiding enrollees' learning of course content, but a

| Characteristics of a television component[1] | UMA COURSES (Role of UMA in development of television component) | | | |
|---|---|---|---|---|
| | Accounting I (Developed by UMA in entirety) | Introductory Psychology (Acquired: Some portions developed by UMA) | Consumer Experience (Acquired) | Making It Count (Acquired) |
| 1. Principal instructional role of television | Visual illustration of key concepts of topics | Supplement print matter with visual documentary | Presentation of principal content of course | Supplement print matter with visual documentary |
| 2. Content coverage by TV (Relative to test content and content of other components) | Moderate (TV content on tests; also in other components) | Slight (TV content not on tests; some in other components) | Considerable (TV content on tests; little in other components) | Moderate (TV content on tests; also in other components) |
| 3. General format | Vignettes, dialogue, studio settings, host | Documentary, interview, studio setting vignettes | Dialogue, lecture, interview, documentary | Host, lecture, documentary, animation |
| 4. Style | Light serious to light humorous | Serious to light humorous | Serious to light serious | Serious |
| 5. Talent | Professional actors; two principals plus repertory group | Professional actors (plus non-actors in documentaries) | Professional educators (two) | Professional broadcaster |

[1]Statements made with respect to some of these characteristics (principally Nos. 2 and 4) are the judgments of the author of this paper based on examination of the television programs (and other course components) and discussion with some of those knowledgable about the courses.

Figure 1. Comparison of selected characteristics of television components in UMA courses.

significant effort has been made in their production to affect positively the maintenance of learner's interest, study motivation and all-around course enjoyment.

## Formative Evaluation of UMA Courses

The following general procedures have been established for the evaluation of UMA-produced courseware. The first two offerings of the course constitute the course field test period. Data will be gathered during this period to inform those responsible for course revision. Such data will deal with learner achievement in and affective responses to the course.

Learner affective response data gathered during the first offering of a course are, by design, to be comprehensive in nature. They will include responses relating to media employed and content covered both within individual segments of the course (lessons, units, or other similar elements) and across all such segments. Learner affective response data gathered during the second offering are to be of a more focused nature, providing detailed responses relating to specific problematical areas in either a particular medium or other aspect of the course.

## The Role of Television and Learner Response Data Within Each UMA Course

Course evaluation data have been gathered in a variety of ways from each of the four courses offered by UMA. Included among these data are various forms of learner responses to the television presentations within each course. These responses will be tabulated and discussed below, course by course.

Accounting I and Introductory Psychology will be seen to account for the lion's share of data collected and presented because these two courses have been offered twice. With respect to these two courses, more space has been

allotted to Accounting I, for the following reasons: 1) Some data were collected from first offering Accounting I learners that were not gathered from Introductory Psychology learners; and, 2) There are (judging from early learner evaluations) some aspects of the television component of Accounting I requiring particularly close examination.

The intended role of the television component in each course will be described below. Then, the data relating to learner responses to television within the course will be presented, followed by an overall discussion of the data and their interpretation. The presentation of the data from a course will generally be in the chronological order in which the data were gathered.

## 1. Accounting I

### Description of the intended role of television in Accounting I

Accounting I is the only course offered to date for which all course components, including television, were completely produced by UMA. The television component thus bears the imprint of the various judgments discussed earlier regarding UMA-produced television.

While television is only one of five instructional components in the course, a number of things attest to the importance of its role in the course. The executive producer hired by UMA was a person of considerable national prominence in television production. The television script writer-in-residence was also a person of national reputation. The professional talent included a host personality who had long term exposure on national television, another well-known actor as a principal character in the programs, and a repertory group of experienced professional actors. In short, every effort was made to ensure that the television component of Accounting I would be a "high quality" product.

The principal role of the television component in Accounting I, as conceived by those responsible for the development of the course, was as follows: The

Television programs were designed to provide the learner with visualized examples of the application of some key concepts in the lesson. It was intended that viewing the television program would make the study of the other components of the lesson more meaningful. To the extent that key concepts in the lesson were abstract or vague, television presentations were developed to make the concepts concrete and clear through one or more of a variety of visualization techniques.

It should be understood that Accounting I was not a "television course." It was designed and produced as a "multi-media course" in which each medium was assigned an appropriate instructional role. For television, this role was conceived as that of dramatizing through visual techniques the application of key concepts.

Regarding the principal role of television in Accounting I as described above, two additional things should be said. First, the decision to assign this particular role to the television component was based in no small measure on research conducted by SUN in the very early formative stage of the course.[3] One conclusion from that research, for example, was that the learner subjects involved were "highly supportive of efforts to employ formats other than the 'lecturing professor' [p. 59]." In fairness it must also be said that it was concluded that "serious panel members who were deeply interested in the subject matter tended to prefer lesson formats that had a minimum of entertainment and a maximum of direct instruction [ibid]." The summary statement of this research, however, was that "vignettes and story lines can hold the interest of a varied audience with different motivational backgrounds if there is a proper integration of 'entertainment' and instruction [ibid]."

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[3]Brown, Robert D., et al., "Evaluation of a Variety of Television Lesson Formats for Potential Adult Learners in an Open Learning System." Educational Technology, Vol. 14, No. 8, August, 1974, pp. 55-59.

Second, those responsible for the development of instruction in Accounting I reached a consensus very early that the appropriate role for television in the course was in terms of middle levels of cognitive learning by students--and efforts were made to accomplish this objective. That is, the television component was developed to deal not so much with the "what?" of the key concepts of accounting (i.e., rote knowledge) but rather the "why?" and the "how?" (i.e., understanding and application).

A secondary--but nonetheless important--role assigned to the television component in Accounting I had a decidedly affective purpose. It was the intent of the course developers that by means of the television component enrollees and other viewing audiences would be provided with an image of the accounting profession that was far different from that commonly held; namely, the image of the accountant as being a humorless Cratchit-like character who does his work in a green eye shade on a high stool. The television program, it was intended, would reveal the accountant in today's world to be an up-to-date professional having diversified talents and a sense of humor.

The general format of the television programs in Accounting I was as follows: The host served as overall master-of-ceremonies and provided continuity across the programs. A second characterization maintained throughout the course fulfilled the role of an "authority figure." The members of the repertory group were assigned a variety of role in brief vignettes, continuing story lines, dialogues, group activities, and occasional musical or rhythmic presentations. Each 30-minute program covered several key concepts from the content material for one topic in the course. This content, often following a brief review of content from earlier lessons, was generally introduced by the host and/or by dialogue between the host and the authority figure. Selected key concepts of the content were then illustrated or otherwise presented in one of a variety of forms by members of the repertory group.

Each production technique was selected for the express purpose of fulfilling a specific instructional task. A wide variety of visuals symbolizing content elements were used. Humor was employed wherever it seemed appropriate. In a number of the programs, content explanations were made through the use of musical presentations. The programs usually concluded with the host reviewing major points covered in the program, assisted by other talents. It was anticipated that the television programs in Accounting I would be both enjoyable and instructionally enlightening.

Learner Responses to Television in Accounting I (first offering)

During the first offering of Accounting I, learner responses to television data were obtained from a variety of sources. These included: 1) evaluation forms submitted by enrollees following study for each unit; 2) evaluation forms returned by enrollees following completion of all course examinations; 3) interviews conducted with enrollees who had completed or nearly completed the course; and 4) interviews with those enrollees who had not completed any examinations by the time the course was to be completed. Responses from each of these sources will be examined in the sections to follow.

Responses on Unit Evaluation Forms. Accounting I consists of six units of material, Units A through F, excluding an introductory lesson. Unit A covers five topics, Units B through D each have two, Unit E has one topic and Unit F, three. Every learner was provided with a form for evaluating each unit (see Appendix A). Instructions were given for the completion of this form, and a postage-free return envelope was provided with each form. The forms were anonymous in order to better guarantee their return and to encourage learner objectivity in their completion. This precluded necessarily both the relating of responses to learner characteristics and the determination as to whether the same learners were submitting forms across units.

A total of 594 forms were returned over all units. About 55% of all enrollees returned the form for the first unit. This percentage decreased regularly with succeeding units, with slightly more than 10% submitting forms over the final unit. An average of approximately 24% of enrolled students submitted forms on particular units.

Only one question asked on the unit evaluation form related directly to evaluation of the television. Question 10 asked the learner to indicate the degree of helpfulness ("Very Helpful," "Helpful," "Not Helpful," or "Did Not Use") of each of the instructional aids or resources in the course. Table 1 presents learner responses to this question relating to television in Accounting I.

In addition to the one explicit question concerning the helpfulness of television, the unit form included an open ended question to which a number of learners made responses regarding the television. Table 2 indicates the number of respondents for each unit (and percent of all respondents for the unit) making any comments (positive or negative) and the number and percent of respondents making positive and negative comments about television in the units.

It will be noted that about three-quarters of those making negative comments about television did so on the Unit A evaluation form with a ratio of nearly 12 to 1, negative to positive. For Units B-F, the ratio of those making negative comments to those making positive comments was 2 to 1 overall.

By far, the most frequent criticisms of the television programs in Accounting I as noted by learners on the unit evaluation forms were that: 1) the shows were too juvenile (too much like Sesame Street); 2) they were oriented excessively toward entertaining, rather than instructing; and 3) there were too many distracting elements such as the singing and dancing sequences.

Responses on End-of-Course Evaluation Forms. When an Accounting I learner completed the third and final test in the course, he or she was sent a two-part,

Table 1. Learner appraisal of helpfulness of television in Accounting I (first offering); Unit Evaluation Form.

| Unit | N | Number (and Percent) rating TV Very Helpful | Helpful | Not Helpful | No. (and %) Reporting Did Not Use TV |
|---|---|---|---|---|---|
| A | 223 | 45(20.1) | 120(53.8) | 52(23.3) | 6(02.7) |
| B | 111 | 18(16.2) | 60(54.1) | 26(23.4) | 7(06.3) |
| C | 95 | 17(17.9) | 51(53.7) | 22(23.2) | 5(05.3) |
| D | 71 | 10(14.1) | 39(54.9) | 13(18.3) | 9(12.7) |
| E | 51 | 10(19.6) | 21(41.2) | 8(15.7) | 12(23.5) |
| F | 43 | 7(16.3) | 19(44.2) | 9(20.9) | 8(18.6) |
| Overall | 594 | 107(18.0) | 310(52.2) | 130(21.9) | 47(07.9) |

Table 2. Summary of respondent comments about Accounting I (first offering); Unit Evaluation Form.

| | Units (No. of Respondents) A (223) | B (111) | C (95) | D (71) | E (51) | F (43) | Overall (594) |
|---|---|---|---|---|---|---|---|
| Number (and percent) of respondents providing any comment about the course | 136 (61) | 59 (53) | 28 (29) | 20 (28) | 11 (22) | 22 (51) | 276 (46) |
| Number (and percent) of respondents making positive comments about unit television programs | 4 (02) | 2 (02) | 2 (02) | 3 (04) | 1 (02) | 1 (02) | 13 (02) |
| Number (and percent) of respondents making negative comments about unit television programs | 52 (23) | 8 (07) | 4 (04) | 2 (03) | 1 (02) | 3 (07) | 70 (12) |

end-of-course evaluation instrument to complete and return in an enclosed postage-free envelope (see Appendix B).

The first part of this instrument is a general form designed to be used with each UMA course, and the second part is a supplementary form designed specifically for Accounting I learners. As of May 31, 1975, 121 persons had completed the first offering of Accounting I. Eighty of these learners, or approximately 66% of the course completers, returned the end-of-course evaluation forms.

On the end-of-course 'general' form, two questions concern learner responses to television. The first of these, Question 10, asks the learner to list in order of importance in his study, all the instructional aids used in the course, including the learning center and/or toll-free phone line if either was of importance. Some first offering learners listed other aids idiosyncratic to themselves (e.g., "My husband--a CPA."). Eight positions for ranking the aids are provided and first offering Accounting I learners utilized an average of five positions. Table 3 shows how those completing the course ranked each aid in its importance to them in their study. Overall, television ranked fifth.

The second question providing data of interest here is Question 12, an open-ended query asking for specific recommendations from the learner for improving the course. Seventeen (21%) of the 80 who submitted end-of-course forms recommended directly or indirectly that the television component be changed. Nearly all of those recommending change indicated that the television programs were overly concerned with entertaining (and doing so at a juvenile level) and were not sufficiently focused on teaching or did not directly aid content learning.

The supplementary form submitted by those completing Accounting I includes one objective two-part item, Question 8, relating directly to learner responses to television. This item asks the learner to rate the five learning aids

Table 3. Ranking of importance of television and other instructional aids in Accounting I (first offering); General End-Of-Course Evaluation Form

| | Number (and percent) of respondents (N=80) ranking aid | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Instructional Aid | Highest 1 | 2 | 3 | 4 | 5 | 6 | 7 | Lowest 8 | Mode Position | No. (and %) Omitting Aid |
| Television | 0 (00.0) | 1 (01 3) | 9 (11.3) | 16 (20.0) | 26 (32.5) | 4 (05.0) | 6 (07.5) | 3 (03.8) | 5 | 15 (18.8) |
| Text | 51 (63.8) | 22 (27.5) | 5 (06.3) | 0 (00.0) | 1 (01.3) | 0 (00.0) | 0 (00.0) | 0 (00.0) | 1 | 1 (01.3) |
| Study Guide | 25 (31.3) | 50 (62.5) | 2 (02.5) | 1 (01.3) | 0 (00.0) | 0 (00.0) | 0 (00.0) | 1 (01.3) | 2 | 1 (01.3) |
| Audio Tapes | 3 (03.8) | 5 (06.3) | 48 (60.0) | 5 (06.3) | 6 (07.5) | 2 (02.5) | 6 (07.5) | 0 (00.0) | 3 | 5 (06.3) |
| Newspaper | 0 (00.0) | 0 (00.0) | 3 (03.5) | 24 (30.0) | 11 (13.8) | 11 (13.8) | 5 (06.3) | 1 (01.3) | 4 | 25 (31.3) |
| Learning Center | 0 (00.0) | 0 (00.0) | 1 (01.3) | 8 (10.0) | 8 (10.0) | 10 (12.5) | 3 (03.8) | 0 (00.0) | 6 | 50 (62.5) |
| WATS Telephone | 0 (00.0) | 0 (00.0) | 1 (01.3) | 3 (03.8) | 3 (03.8) | 3 (03.8) | 5 (06.3) | 1 (01.3) | 7 | 64 (80.0) |
| Other | 0 (00.0) | 0 (00.0) | 0 (00.0) | 5 (06.3) | 0 (00.0) | 1 (01.3) | 0 (00.0) | 0 (00.0) | | 74 (92.5) |
| No Aid Ranked | 1 (01.3) | 2 (02.5) | 11 (13.8) | 18 (22.5) | 25 (31.3) | 49 (61.3) | 55 (68.8) | 74 (92.5) | | |

employed in Accounting I according to: 1) the degree to which each was "enjoyable" for the learner; and 2) the importance of each to the learner in the course. Table 4 presents response data from first-offering learners for the category of "learner enjoyment of the instructional aids." Table 5 shows the data relating to "learner assessment of the importance of the aids."

Two things are to be noted from the data in Tables 4 and 5: 1) Television, a component deliberately produced to be enjoyable, was enjoyed less by respondents than any of the other four components; and 2) The disparity between television and the other components was even greater in the importance ratings than in the enjoyment ratings. The importance rating of television was considerably lower than its enjoyment rating whereas for every component but one (the newspaper), the rating of importance showed a clear increase over the enjoyment rating.

In short, respondents indicate that they received less affective or cognitive satisfaction from the television programs in Accounting I than from other components. The one unknown factor here, of course, is the relationship between learner expectations for particular components and how they rated them on the enjoyment and importance items. It may be that the ratings in either category for any component show not so much relative enjoyment or sense of importance between that component and the others, but rather the relative ratings between early expectation of and later experiences with the component itself.

A second question (No. 9) on the Accounting I end-of-course supplementary form provided some indirect data relating to learner responses to television. In this item, learners were asked to indicate the typical or usual sequence they followed in the study of each lesson. The direct responses to this question are not of concern here, but what is of interest is the fact that 20 of the 80 respondents (25%) omitted television in the sequence described. It is of interest that slightly more than this percentage of learners reported in the

Table 4. Learner rating of 'enjoyment' of instructional aids in Accounting I (first offering); End-of-Course Supplementary Form

| | Rating of Enjoyment: Number (and %) of Respondents | | | | | |
|---|---|---|---|---|---|---|
| | Very Much | Quite A Bit | Neutral | Some | Very Little | No Rating No. (and %) |
| Television | 14 (17.6) | 11 (13.8) | 10 (12.5) * | 14 (17.5) | 29 (36.3) | 2 (02.5) |
| Text | 28 (35.0) | 26 * (32.5) | 17 (21.3) | 4 (05.0) | 1 (01.3) | 4 (05.0) |
| Study Guide | 39 * (48.8) | 27 (33.8) | 6 (07.5) | 5 (06.3) | 0 (00.0) | 3 (03.8) |
| Audio Tapes | 36 * (45.0) | 25 (31.3) | 8 (10.0) | 4 (05.0) | 4 (05.0) | 3 (03.8) |
| Newspaper | 12 (15.0) | 27 (33.8) | 22 * (27.5) | 8 (10.0) | 9 (11.3) | 2 (02.5) |

* Mean rating for instructional aid.

Table 5. Learner rating of 'importance' of instructional aids in Accounting I (first offering); End-of-Course Supplementary Form

| | Rating of Importance: Number (and %) of Respondents | | | | | |
|---|---|---|---|---|---|---|
| | Very Much | Quite A Bit | Neutral | Some | Very Little | No Rating No. (and %) |
| Television | 4 (05.0) | 13 (16.3) | 15 (18.9) | * 14 (17.5) | 31 (38.8) | 3 (03.8) |
| Text | 63 * (78.8) | 12 (15.0) | 2 (02.5) | 1 (01.3) | 0 (00.0) | 2 (02.5) |
| Study Guide | 73 * (91.3) | 5 (06.3) | 0 (00.0) | 0 (00.0) | 0 (00.0) | 2 (02.5) |
| Audio Tapes | 52 * (65.0) | 22 (27.5) | 1 (01.3) | 3 (03.8) | 0 (00.0) | 2 (02.5) |
| Newspaper | 13 (16.3) | 28 (35.0) | * 10 (12.5) | 13 (16.3) | 14 (17.5) | 2 (02.5) |

* Mean rating for instructional aid.

interviews described in the following section that--for a variety of reasons--they stopped watching the television programs sometime during the course.

Interview responses of randomly selected learners. We believe that the evaluation instruments for Accounting I described thus far provide worthwhile and reliable indicators of learner reactions to various aspects of the course. Admittedly, however, the data presented heretofore is from a self-selecting--and therefore limited--population. Up to and including the obtaining of end-of-course information, evaluation data from Accounting I learners had not been collected on a random basis. Believing that data gathered randomly would provide an important addition to the data described above, it was decided to obtain a variety of responses to the course through a random phone (or, in some cases, personal) interview procedure.

Following the careful development and pilot testing of an interview protocol, staff members at the four SUN learning centers conducted phone or personal interviews with a random selection of Accounting I learners who had completed either the second or third examination (see Appendix C for the interview protocol used). Several questions asked in the interview were directly or indirectly related to learner response to television in the course. The responses are not so easily quantifiable as were responses on earlier instruments, but generally it has been possible to make the data meaningful to the reader. Fifty-two interviews were completed, constituting nearly one-fifth of those originally enrolled for credit.

An initial series of questions in the interview related to the use of instructional aids provided with Accounting I. From the responses to these questions, the following two things relating to learner use of television are of note:

1. Sixteen of 52 respondents (31%) reported that sometime after the course began they stopped watching the television programs. Most of these gave schedule problems as the reason; either they fell behind the broadcast schedule or otherwise could not fit the broadcast times into their schedules. Five (10% of sample) reported that they stopped watching the television programs largely because the programs did not provide sufficient help.

2. Eight learners (15%) omitted television from their list when asked to indicate their recommended order of study with Accounting I instructional materials. (At least a few of these omissions may--it appears--be due to the learner's failure to consider television as "instructional material.")

The following group of questions relates directly to the learner's use and evaluation of the television component in the course. Summaries of the responses to these questions follow:

When asked how generally helpful, the television programs were in the course, the responses as categorized by the evaluator were as follows:

| | | |
|---|---|---|
| a. | Very Helpful | 8% |
| b. | Helpful | 63% |
| c. | Not Helpful | 25% |
| d. | Television Not Used | 4% |

When asked to describe their overall feelings about the television programs, interviewees made negative responses approximately twice as often as positive ones (over 50 of the former to about 20 of the latter). In order of prevalence, the most frequent negative and positive responses were as follows:

Negative

a. Too much "entertainment" and not sufficient instructional material.
b. Too much time wasted.
c. Programs childish and/or condescending.

Positive

a. Programs enjoyable, interesting and/or entertaining.
b. Material helpful, valuable and/or necessary.
c. Format better than lecturing.

When asked what things were unnecessary and/or distracting in the television programs, the following elements were mentioned relatively often.

a. Games and superfluous frivolity.
b. Seashore scene.
c. Dancing and singing.
d. Some of the talents used.
e. Overdramatization.

A final question in this series asked the learner to indicate whether the television broadcast schedule had a significant effect in pacing the learner's progress through the course. The following characterizes the responses:

| Yes, TV had a significant effect on pacing | No, TV did not affect pacing significantly | TV initially affected pacing, but not later on |
|---|---|---|
| 27 (52%) | 19 (36.5%) | 6 (11.5%) |

The final question on the interview protocol was an open-ended request for any suggestions from the learner on ways to improve the course. Nine learners (17%) indicated directly or indirectly that some major changes should be made in the television programs. The majority of those making this suggestion indicated that the change should be in the direction of diminishing the "entertainment" aspect and increasing the amount of direct instruction.

Responses from non-completers. As the evaluation efforts with Accounting I progressed, there was a growing uneasiness in the UMA Office of Research and Evaluation because little or not data was being gathered from course non-completers. For this reason, it was decided that efforts should be made to contact those Accounting I learners enrolled for credit who had not--as of April 30, 1975--completed any of the three course examinations. It became known at about this time that the SUN staff was preparing to contact this same group of enrollees through phone interviews. Arrangements were made for SUN to ask these non-completers several of the questions included on the general end-of-course

evaluation form. The last of these questions was the only one of concern here; the open-ended question asking for specific recommendations the learner would make to improve the course.

The questions indicated were asked of 32 Accounting I learners who had not yet completed any course test by May 15th. Of this number, 17 (53%) recommended explicitly or implicitly that the television be improved. When reasons were given, they paralleled those provided by Accounting I learners on other evaluation instruments: The television was "silly," was too much like Sesame Street, or it did not present sufficient content. Two of these 32 learners (6%) did include positive statements implying that the television should not be changed.

Learner Responses to Television in Accounting I (second offering)

During the first offering of Accounting I, a major problematical area revealed by learner responses on the various evaluation instruments concerned the television component. It was thus decided that during the second offering a more detailed evaluation of the use of television in Accounting I would be undertaken, utilizing a variety of evaluative strategies as was the case during the first offering.

The only data gathered and analyzed to date has been from learner returns of the first of three 'intermediate' evaluation forms to be sent out to all enrolled learners during the course (see Appendix D). There are 126 learners enrolled in the second offering of Accounting I--107 of these are enrolled for credit.

Responses on Intermediate Evaluation Forms. To date, 35 enrollees (28%) have returned the first Intermediate Evaluation Form covering the first six lessons (through Unit A). Due to this limited return, the discussion to follow must be treated with considerable caution.

The first question on this form having direct relevance to the present study (No. 5) asks the learner to rank the five instructional aids used in the course in order of their importance to the learner. Table 6 shows the relative importance rankings of the five components. Television was ranked fourth overall.

Item No. 7 asks several questions relating to the learner's utilization of the television component. The following is a summary of responses to these questions relative to the concerns of this paper:

- Ten persons (29%) reported they had missed one or more of the television programs, but none indicated that such was due to dissatisfaction with the television. Virtually all programs missed were due to schedule problems.

- Seventeen persons (49%) reported they had seen one or more of the television programs twice. On the average, these learners saw half of the programs twice.

- When asked to rate the television programs according to specific categories under Importance, Enjoyment, and Helpfulness in Pacing Study, the learners responded as shown in Table 7.

- When asked to provide comments or suggestions regarding the television programs, 25 (71%) of the learners responded. The responses to this question were judged and categorized by the evaluator, and are set forth in Table 8. The majority of explicit criticisms about the Accounting I television programs thus far in the second offering parallel those made most frequently by first offering enrollees: namely, the television should contain considerably more instructional content, and the programs are too much like Sesame Street for adults with an excess of frivolous material.

Table 6. Ranking of importance of television and other instructional aids in Accounting I (second offering); Intermediate Evaluation Form No. 1

| Instructional Aid | Number (and %) of respondents ranking aid* Highest 1 | 2 | 3 | 4 | Lowest 5 | Mode Position | No. Omitting Aid |
|---|---|---|---|---|---|---|---|
| Television | 0 (00.0) | 0 (00.0) | 3 (08.6) | 20 (57.1) | 12 (34.3) | 4 | 0 (00.0) |
| Text | 23 (65.7) | 9 (25.7) | 3 (08.6) | 0 (00.0) | 0 (00.0) | 1 | 0 (00.0) |
| Study Guide | 12 (34.3) | 23 (65.7) | 0 (00.0) | 0 (00.0) | 0 (00.0) | 2 | 0 (00.0) |
| Audio Tapes | 0 (00.0) | 3 (08.6) | 26 (74.3) | 4 (11.4) | 2 (05.7) | 3 | 0 (00.0) |
| Newspaper | 0 (00.0) | 0 (00.0) | 3 (08.6) | 11 (31.4) | 17 (48.6) | 5 | 4 (11.4) |

*N=35

Table 7. Ratings of the television component in Accounting I (second offering); Intermediate Evaluation Form No. 1

| Effect of TV on learner | Number (and %) of respondents ranking television* Very Imp./Enj./Help. | Somewhat Imp./Enj./Help. | Not Imp./Enj./Help. | No Response |
|---|---|---|---|---|
| Importance | 7 (20.0) | 19 (54.3) | 7 (20.0) | 2 (05.7) |
| Enjoyment | 12 (34.3) | 16 (45.7) | 5 (14.3) | 2 (05.7) |
| Helpfulness in pacing study | 9 (25.7) | 18 (51.4) | 6 (17.1) | 2 (05.7) |

*N=35

Table 8. Comments regarding television in Accounting I (second offering); Intermediate Evaluation Form No. 1

| Number (and %) of respondents making comments* | | | | | |
|---|---|---|---|---|---|
| Very Positive | Somewhat Positive | Indeterminant | Somewhat Negative | Very Negative | No Response |
| 4 (11.4) | 4 (11.4) | 3 (08.6) | 11 (31.4) | 3 (08.6) | 10 (28.6) |

*N=35

## Summary Discussion of Learners' Responses To Television in Accounting I (two offerings)

In interpreting the data from learner responses to the television programs in Accounting I, the reader should keep in mind the central facts elaborated earlier concerning the intended nature and role of the television component in the course:

- The television component was developed to serve a distinctly affective function as well as a cognitive one. Specifically, it was intended that viewing the programs would be an enjoyable activity for learners, inducing them to attend to the instructional content presented and motivating them to persevere in their study.

- In order to help realize the affective function described above, every reasonable effort was made to ensure that the television programs produced for Accounting I were of high technical quality.

- Each television program was designed and produced with the intent that examples relating to the application of several key concepts from a particular topic would be presented to the learners through the use of one or more visualization techniques.

The data concerning learner responses to the television component of Accounting I are manifold and heterogeneous. Still, these data might be generally summarized as follows:

1. Nearly three-quarters of Accounting I enrollees find the television component of the course to be of some help to them in the study of the course and for one in five learners the programs prove very helpful. Nearly a quarter of the enrollees rate the television programs as being of very little or no help in their study. Citing a variety of reasons, about 5% report that they have not used the television component.

2. In relation to the other four principal instructional components used, Accounting I learners who complete the course consider the television component as having been one of the two least important for them in their study.

3. About a third of those who complete the course indicate that the television programs provided a significant amount of enjoyment for them, while a slightly higher percentage say they received very little enjoyment from the programs.

4. The television programs are perceived by nearly a quarter of those completing Accounting I as having been of considerable importance, while over a third say the television component was of very little importance.

5. When Accounting I learners--in response to open-ended requests for comments--make statements regarding the television, negative statements outnumber positive ones. As a general rule, the ratio is about two to one. Generally, there is a higher ratio of negative to positive comments from: 1) all enrollees very early in the course, and 2) enrollees who have fallen significantly behind in the course (relative to the TV broadcast schedule).

6. The two most prevalent criticisms of the television programs in Accounting I made by learners are: The programs do not present sufficient

instructional content. The material is presented in such a fashion as to be offensive to serious adult learners.

7. As many as half of the enrollees in Accounting I who have maintained reasonably steady progress through the course say the broadcast of television programs had a significantly positive effect on their study pace.

The following are interpretations made by the evaluator of the data regarding learner responses to television in Accounting I:

- The majority of those adult learners enrolling in Accounting I find the television component of the course to be helpful in their study; of at least moderate importance to the course; and enjoyable to some extent. Most of those enrolled do not avail themselves of opportunities presented in evaluation instruments to criticize the television component.

- Up to a quarter of Accounting I enrollees--at least in the state of Nebraska--consider that the television programs provide little or no help to them in the course. For a third of the learners or more, the television programs are not enjoyed and are considered to be of little or no importance to the course. In response to open-ended requests for comments about the course in general or the television programs in particular, negative comments generally exceed positive ones on the order of two to one.

- When asked to rank the five instructional components of Accounting I in terms of their importance to the course, enrollees in the course tend to rank the television component near the bottom. Only the newspaper component is generally ranked lower.

- There is a fairly strong tendency on the part of Accounting I enrollees to object to some aspects of the general approach taken in the development and production of the television component. These objections focus on those facets of the television programs resulting from endeavors to encompass

the cognitive instruction of each program within an appealing and interest-maintaining program format. This approach to television employment in Accounting I encounters difficulties with learners for two reasons: 1) the television programs are perceived by enrollees as oriented toward a juvenile rather than an adult audience, with an excess of 'silliness' and frivolous activities; and 2) there is, in the view of enrollees, insufficient instructional content in the programs. Learners providing comments about television commonly make reference to one or both of two analogies that portray their criticisms.

First, frequent comparison is made between the Accounting I television programs and the CTW Sesame Street series, and the comparisons are invariably couched in negative terms. Second, many learners suggest that a more traditional college-level instructional approach be employed in Accounting I, i.e., use be made of a lecture format within a classroom setting with an accounting instructor used as the authority figure instead of an actor. In short, these learners would seem strongly to prefer a television component that provides considerably more straightforward cognitive input in a format perceived to be less condescending.

- The television component of Accounting I, in its broadcast mode, apparently serves an important pacing function with a relatively large number of learners. This is true even for many of those who express themselves quite negatively about the television programs.

## 2. Introductory Psychology

### Description of the Role of Television in Introductory Psychology

The major portion of the television component in Introductory Psychology consists of a number of films included in the course as it was originally developed by CRM, together with some film portions from other sources. UMA then produced supplementary material to be integrated with the extant films.

The acquired films utilize a variety of formats such as interviews; film footage of experiments, interviews or activities; and animation. The films could perhaps be best generally characterized as documentary in nature. Each film deals with one or more aspects of a particular topic relevant to an introductory course in psychology. Usually the film content supplements the instructional material of the text and other printed material. That is, the film provides material which elaborated on or further dealt with a topic from the text.

It was considered advantageous by UMA to develop additional supplementary television material which would serve a variety of purposes, such as providing for smooth interconnection and transfer between particular segments in the existing films, creating helpful continuity both within and between films in the course, and where necessary, further supplementing material from the text. The team selected for the production of these materials by UMA was made up of local well-qualified professional personnel. The experienced professional talents used in the production were also from within-state, and were carefully selected and deemed competent.

The television material produced by UMA for Introductory Psychology was, as in Accounting I, designed to appeal to the viewers. The repertory group members assumed various roles in studio-produced vignettes. Three of the cast members, and one in particular, were generally assigned roles in which they were identifiable as "authority figures."

Typically, a television program begins with a UMA produced segment that introduces the topic of the lesson in a dramatized form. The intent of this format was to capture the learner's interest and to provide something of an advance organizer for the topic being presented. Additional UMA-produced segments might then occur within or at the conclusion of a program. Settings are sometimes realistic and sometimes abstract. Although the material

developed by UMA was intended to maintain learner interest, it was believed by the developers that learners would respond best to a more cognitive learning approach. Moreover, there was a strong commitment to the view that learning itself can be an enjoyable as well as a rewarding experience.

## Learner Responses to Television in Introductory Psychology (first offering)

Responses on Unit Evaluation Forms. Introductory Psychology consists of 15 lessons with each lesson comprising a unit of instruction. Learners enrolled in the first offering of Introductory Psychology were asked to submit the same unit evaluation form (see Appendix A) as those enrolled in Accounting I. Because there were 15 units, however (in contrast to six in Accounting I), each learner was requested to submit forms for only six units according to an assigned pattern. This meant that for 12 units only one-third of the learners were asked to submit forms, and for three units only two-thirds were so asked. At the time these unit evaluation forms were analyzed, a total of 454 forms had been returned. Thus, an average of about 25 forms was returned for the 12 units having only one respondent group and about 50 from the other three. Inasmuch as there were approximately 88 learners in each of the three groups returning forms, an overall average of about 29% of the learners returned forms for the units assigned. This compares with about 24% from learners in Accounting I.

It will be remembered from earlier discussion that only one question on the unit evaluation form dealt directly with the learner's response to television--a question asking the learner to rate the helpfulness of the television component. Table 9 presents the data from Introductory Psychology learners in response to this question.

Because of the relatively large number of units and relatively few respondents per unit, there are generally wide ranges of response percentages under

Table 9. Learner appraisal of helpfulness of television component in Introductory Psychology (first offering); Unit Evaluation Form

| Unit* | N | Number (and Percent) rating TV Very Helpful | Helpful | Not Helpful | No. (and %) Reporting Did Not Use TV |
|---|---|---|---|---|---|
| 1 | 53 | 15(28.3) | 24(45.3) | 9(17.0) | 5(09.4) |
| 2 | 53 | 24(45.3) | 25(47.2) | 1(01.9) | 3(05.7) |
| 3** | 88 | 37(42.0) | 38(43.2) | 8(09.1) | 5(05.7) |
| 4 | 32 | 9(28.1) | 18(56.3) | 3(09.4) | 2(06.3) |
| 5 | 29 | 6(20.7) | 15(51.7) | 5(17.2) | 3(10.3) |
| 6 | 26 | 8(30.8) | 10(38.5) | 5(19.2) | 3(11.5) |
| 7 | 17 | 3(17.6) | 7(41.2) | 2(11.8) | 5(29.4) |
| 8** | 44 | 7(15.9) | 24(54.5) | 9(20.5) | 4(09.1) |
| 9 | 22 | 2(09.1) | 9(40.9) | 7(31.8) | 4(18.2) |
| 10 | 19 | 8(42.1) | 6(31.6) | 3(15.8) | 2(10.5) |
| 11 | 17 | 4(23.5) | 10(58.8) | 1(05.9) | 2(11.8) |
| 12 | 12 | 7(58.3) | 4(33.3) | 1(08.3) | 0(00.0) |
| 13** | 23 | 5(21.7) | 11(47.8) | 5(21.7) | 2(08.7) |
| 14 | 10 | 1(10.0) | 7(70.0) | 2(20.0) | 0(00.0) |
| 15 | 9 | 2(22.2) | 7(77.8) | 0(00.0) | 0(00.0) |
| Overall | 454 | 138(30.4) | 215(47.4) | 61(13.4) | 40(08.8) |

*Group A submitted forms on Units 1-3, 13-15.
Group B submitted forms on Units 3-8.
Group C submitted forms on Units 8-13.

**Two groups submitted forms.

the various categories across the units, as will be seen from Table 9. It is noteworthy, however, that on the average nearly 78% found the television "Helpful" to "Very Helpful." Only 13% rated it as "Not Helpful" and about 9% reported that they did not use the television. In comparison, about 70% of first offering Accounting I learners rated the television "Helpful" to "Very Helpful"; 22% rated it "Not Helpful"; and 8% reported non-use of the television.

Introductory Psychology learners were not overly inclined to make specific references to the television programs in their responses to an open-ended request for comments about the unit in question. Over the 15 units, only 39 comments were made regarding television. Of there, 21 (54%) were positive in nature and 18 (46%) were negative. It is more difficult to clearly categorize these limited responses in terms of major likes and dislikes than was the case with Accounting I responses.

Among the positive statements, the most common description of the course was "Very Interesting" (one out of three), followed by allusions to its helpfulness in relation to understanding course content (about one-third). Over half of those making negative statements indicated they believed that the television was not used to good advantage. These comments ranged from responses showing that some enrollees thought the television programs were "a waste of time" to statements indicating that for some learners the programs simply were not as informative as they could be. Several learners thought the programs were "too brief." Some Introductory Psychology learners expected and wanted a more traditional type of television program, one with material being presented in lecture format.

Responses on End-of-Course Evaluation Forms. The procedure followed with end-of-course evaluation forms in Introductory Psychology was the same as with Accounting I. Again, two forms were used; a general form used with all

courses and a course-specific questionnaire (see Appendix B). As of May 31, 1975, 91 persons had completed the first offering of Introductory Psychology. Sixty-three of these learners, or approximately 69% of the course completers, had returned the end-of-course evaluation forms when the data were analyzed.

As indicated earlier, two questions on the general end-of-course form relate to learner responses to television. Question 10 asks the learner to rank, in order of importance, all the instructional aids used in the course (including the learning center and toll-free phone line). Table 10 shows how those completing the course ranked the various instructional aids in Introductory Psychology in terms of the relative importance of each.

As shown in Table 10, nearly a quarter of the respondents omitted television in their rankings. Among those who did include the television component, television was most often ranked third, although the mean ranking was approximately fourth. The average respondent included five aids in the rankings.

It should be kept in mind, when comparing Table 10 with Table 3 on page 21, that Accounting I did include one additional course component available to (and used universally by) enrollees, namely the audio tape component. Introductory Psychology enrollees did, however, have two things available to them that were not available to Accounting I enrollees--optional recommended readings (considered by the UMA course developers to be a course component) and trial examinations (not considered a course component). Interestingly enough, very few course completers listed the optional readings in their importance rankings, but 22 (35%) listed the trial tests as an important instructional aid.

Only seven learners (11%) made specific comments regarding television in response to open-ended Question No. 12 on the general end-of-course form. All of these were negative except for one very general positive statement. Four of the six respondents explicitly criticized the television programs saying they did not cover the more important elements of the course.

Table 10. Ranking of importance of television and other instructional aids in Introductory Psychology (first offering); General End-of-Course Evaluation Form

| Instructional Aid | Number (and percent) of respondents (N=63) ranking aid: Highest 1 | 2 | 3 | 4 | 5 | 6 | 7 | Lowest 8 | Mode Position | No. (and %) Omitting Aid |
|---|---|---|---|---|---|---|---|---|---|---|
| Television | 0 (00.0) | 3 (04.8) | 19 (30.2) | 14 (22.2) | 10 (15.9) | 0 (00.0) | 2 (03.2) | 0 (00.0) | 3 | 15 (23.8) |
| Text | 55 (87.3) | 3 (04.8) | 1 (01.6) | 0 (00.0) | 0 (00.0) | 0 (00.0) | 0 (00.0) | 0 (00.0) | 1 | 4 (06.3) |
| Study Guide | 5 (07.9) | 47 (74.6) | 5 (07.9) | 3 (04.8) | 0 (00.0) | 0 (00.0) | 0 (00.0) | 0 (00.0) | 2 | 3 (04.8) |
| Trial Tests* | 1 (01.6) | 5 (07.9) | 14 (22.2) | 1 (01.6) | 1 (01.6) | 0 (00.0) | 0 (00.0) | 0 (00.0) | 3 | 41 (65.1) |
| Newspaper | 0 (00.0) | 1 (01.6) | 7 (11.1) | 15 (23.8) | 7 (11.1) | 1 (01.6) | 1 (01.6) | 0 (00.0) | 4 | 31 (49.2) |
| Learning Center | 0 (00.0) | 1 (01.6) | 5 (07.9) | 7 (11.1) | 4 (06.3) | 3 (04.8) | 0 (00.0) | 1 (01.6) | 4 | 42 (66.6) |
| WATS Telephone | 0 (00.0) | 0 (00.0) | 4 (06.3) | 6 (09.5) | 4 (06.3) | 2 (03.2) | 0 (00.0) | 0 (00.0) | 4 | 47 (74.6) |
| Other | 0 (00.0) | 0 (00.0) | 2 (03.2) | 1 (01.6) | 4 (06.3) | 1 (01.6) | 1 (01.6) | 0 (00.0) | | 54 (85.7) |
| No Aid Ranked | 2 (03.2) | 3 (04.8) | 6 (09.5) | 16 (25.4) | 33 (52.4) | 56 (88.9) | 59 (93.7) | 62 (98.4) | | |

*Technically not a separate course component, but considered so by learners.

The supplementary end-of-course form submitted by those completing Introductory Psychology included two items relating directly to learner responses to television. Each of these items included two questions: one asking for a multiple-choice response followed by a related open-ended question.

The responses made to these items are shown in Table 11. From the table, it may be seen that nearly nine of ten enrollees found the television programs pleasurable, and less than 10% considered the pleasurable aspects of the programs as detracting from their information role. Table 11 also shows that two-thirds of the enrollees found the television broadcast to be helpful in pacing their study schedules.

Responses from non-completers. As discussed earlier under Accounting I, SUN initiated contacts in mid-May with for-credit enrollees who, at that time had not made significant progress in the course. More than 50 Introductory Psychology learners who had not completed more than two exams were contacted late in May. Among other questions posed, these learners were asked what thing(s) contributed to their falling behind in the course. Of the responses made to this question, very few were directly course-related (most dealt with personal schedule problems or illness) and none were related to learners' reactions to the television component of the course. Apparently, the television component in the course was not a significant factor in deterring learners from persevering in the course.

Learner Responses to Television in Introductory Psychology (second offering)

The gathering of data from Introductory Psychology learners during the first offering did not reveal any major problems in the television component of the course. There were, however, some indications of learner discontent with the television programs during the first offering, so additional data

Table 11. Learner responses to items about television in Introductory Psychology (first offering); Supplementary End-of-Course Form

| Item | Number (and %) responding (N=63) | | | | Number (and %) Making no or indeterminate response |
|---|---|---|---|---|---|
| No. 1a - Multiple-Choice "How pleasurable for you were the TV programs?" | Very Pleasurable: 26 (41.3) | Some Pleasurable: 30 (47.6) | Not Pleasurable: 6 (09.5) | | 1 (01.6) |
| No. 1b - Open-ended "To what extent did the pleasurable value of the TV program detract from the information role?" | Not At All: 30 (47.6) | Little Detraction: 10 (15.9) | Considerable Detraction: 4 (06.3) | Very Much Detraction: 2 (03.2) | 17 (27.0) |
| No. 2a - Multiple-Choice "Did you find the weekly TV broadcast helpful in pacing your study schedule?" | Yes: 41 (65.1) | No: 20 (31.7) | | | 2 (03.2) |
| No. 2b - Open-ended "To what extent did you find a need for some external pacer in your study?" | Very Much: 12 (19.0) | Quite A Bit: 14 (22.2) | Some: 14 (22.2) | None: 8 (12.7) | 15 (23.8) |

concerning learner responses to television are being collected during the second offering.

As is true with Accounting I second offering data collection, the only data collected and analyzed thus far has been in terms of responses made on a unit evaluation form devised for the second offering (see Appendix E). In contrast with the Accounting I Intermediate Evaluation Form, the Introductory Psychology Unit Evaluation Form for the present offering was devised to be submitted following each unit (lesson) of the course. The first 75 enrollees received forms for all 15 units. (Twelve late enrollees did not receive any forms.) This form—like the Accounting I Intermediate Evaluation Form, but in contrast with the first offering unit evaluation forms—requests identification information from the learners.

The unit evaluation form for the second offering asks four objective questions directly relating to learner responses to television, with a request for comments following each question. In addition, a final open-ended question provides additional opportunity for learners to respond. The four direct questions, the options available and the learner responses on forms from the first nine units (the only ones for which forms had been received when the data was analyzed), are shown in Table 12.

Between 40 and 50 substantive comments about the television programs were made on the 119 unit evaluation forms submitted (an average of about five comments per unit). Negative comments outnumbered positive ones by more than three to one. About a third of the negative comments related to learners' perception of the television as not covering unit print content (text and study guide) adequately. Several respondents said the television programs were too fast-paced for them to follow. In response to the final open-ended question asking the learner what one thing he would change about the unit if he

Table 12. Learner responses to television in Introductory Psychology (second offering); Unit Evaluation Form

| Item | Question and Options | Responses by Unit (and Percent) N=119* 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Avg % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 6. | "I found the television program for this unit: | | | | | | | | | | |
| | ( ) not informative or pleasurable | 0 (00) | 0 (00) | 0 (00) | 1 (08) | 0 (00) | 2 (22) | 1 (14) | 0 (00) | 0 (00) | (05) |
| | ( ) pleasurable, but not informative | 2 (07) | 3 (17) | 0 (00) | 1 (08) | 2 (17) | 0 (00) | 0 (00) | 1 (13) | 1 (11) | (08) |
| | ( ) informative, but not pleasurable | 2 (07) | 0 (00) | 0 (00) | 0 (00) | 2 (17) | 0 (00) | 1 (14) | 2 (25) | 2 (22) | (09) |
| | ( ) informative and pleasurable | 20 (69) | 14 (78) | 15(100) | 9 (75) | 8 (67) | 7 (78) | 4 (57) | 5 (63) | 5 (56) | (71) |
| | No response | 5 (17) | 1 (06) | 0 (00) | 1 (08) | 0 (00) | 0 (00) | 1 (14) | 0 (00) | 1 (11) | (06) |
| 7. | "I felt that the TV material was: | | | | | | | | | | |
| | ( ) a repeat of the text material | 1 (03) | 0 (00) | 3 (20) | 1 (08) | 2 (17) | 0 (00) | 0 (00) | 2 (25) | 1 (11) | (09) |
| | ( ) partly the same as and partly different from the text material | 13 (45) | 16 (89) | 11 (73) | 8 (67) | 8 (67) | 7 (78) | 6 (86) | 6 (75) | 6 (67) | (72) |
| | ( ) different from the text material | 11 (38) | 1 (06) | 1 (07) | 2 (17) | 2 (17) | 2 (22) | 0 (00) | 0 (00) | 1 (11) | (13) |
| | No response | 4 (14) | 1 (06) | 0 (00) | 1 (08) | 0 (00) | 0 (00) | 1 (14) | 0 (00) | 1 (11) | (06) |
| 8. | "For this unit, I think that the TV material should be: | | | | | | | | | | |
| | ( ) a repeat of the text material | 6 (21) | 6 (33) | 2 (13) | 2 (17) | 4 (33) | 1 (11) | 1 (14) | 3 (38) | 3 (33) | (24) |
| | ( ) partly the same as and partly different from the text material | 15 (52) | 11 (61) | 13 (87) | 8 (67) | 8 (67) | 7 (78) | 5 (71) | 5 (63) | 4 (44) | (66) |
| | ( ) different from the text material | 5 (17) | 0 (00) | 0 (00) | 0 (00) | 0 (00) | 0 (00) | 0 (00) | 0 (00) | 1 (11) | (03) |
| | No response | 3 (10) | 1 (06) | 0 (00) | 2 (17) | 0 (00) | 1 (11) | 1 (14) | 0 (00) | 1 (11) | (08) |
| 9. | "The television broadcast schedule: | | | | | | | | | | |
| | ( ) helped me to pace my study during this unit: | 20 (69) | 10 (56) | 9 (60) | 7 (58) | 8 (67) | 5 (56) | 4 (57) | 6 (75) | 5 (56) | (62) |
| | ( ) did not serve as a pacer for my study | 7 (24) | 7 (39) | 5 (33) | 3 (25) | 4 (33) | 4 (44) | 3 (43) | 2 (25) | 4 (44) | (34) |
| | ( ) interferred with progressing at my own rate | 0 (00) | 0 (00) | 1 (07) | 0 (00) | 0 (00) | 0 (00) | 0 (00) | 0 (00) | 0 (00) | (01) |
| | No response | 2 (07) | 1 (06) | 0 (00) | 2 (17) | 0 (00) | 0 (00) | 0 (00) | 0 (00) | 0 (00) | (03) |
| *Respondents (per unit) = | | 29 | 18 | 15 | 12 | 12 | 9 | 7 | 8 | 9 | |

could, nine respondents (08%) indicated (usually in a general way) that the television component should be changed.

Discussion of Learners' Responses to Television Introductory Psychology (two offerings)

The following observations summarize the data on learner responses to television in Introductory Psychology:

1. Generally, a large majority of those enrolled (about three-quarters) consider the television programs helpful to very helpful. Less than 15% perceive them to be of no help.

2. Up to ninety percent of enrollees rate the television programs as pleasurable. Nearly half of those completing the course indicate that the pleasurable aspects of the television programs do not detract at all from their informative value, and less than 10% hold that the detraction is significant. Only about 5% of those enrolled find the television neither informative nor pleasurable.

3. Between 5% and 10% of enrollees do not, for a variety of reasons, watch the television programs.

4. About two-thirds of the enrollees perceive the television component to be a significant help to them in pacing their study in the course.

5. When enrollees are asked to rank the instructional components according to their importance, there is some tendency not to include the television component, but among those who do include it the television is ranked about fourth on the average.

6. Relatively few enrollees respond to open-ended requests for criticisms of the course (or its units) with comments about the television programs. Among those who do, positive and negative comments are about equal in number. When specific requests are made for learner comments about television, negative comments outnumber positive ones by up to three to one.

7. Positive comments about the television programs most often relate to the interesting nature of the programs and their general helpfulness with respect to unit topics. The overwhelmingly predominant kind of negative comment on the various evaluation forms pertains to the disparity between the content of the television programs and the content of the text (and tests). Learners tend to think that the television programs should provide greater repetition of material in the text and study guide than is now the case.

The preceding data provide grounds for the following conclusions about the television component of Introductory Psychology.

- Overall, the television component does not present significant difficulties for the great majority of enrollees.
- Enrollees tend to view the television programs as interesting to watch, enjoyable and helpful in a broad sense, but not particularly helpful in learning the specific content for which they are responsible. They consider two or three other course components as more important to them in their study for the course.
- The television broadcast is perceived by most enrollees as being an important to very important positive factor in the pacing of their study.
- A small but vocal minority of enrollees believe they would be much more satisfied with the television programs if they provided a more traditional straightforward presentation of the material covered in the text--perhaps even in a lecture format.

### 3. Consumer Experience

#### Description of the Role of Television in Consumer Experience

Consumer Experience is, like Introductory Psychology, a course acquired by UMA from another producer. Unlike the latter, however, Consumer Experience

was offered virtually as acquired, including the use of the television component. This component differs markedly from the television components of other UMA course offerings. In contrast to most of the Accounting I television and much of Introductory Psychology television, it might best be classified as a "direct instruction" course component. The major portion of each television program consists of direct presentation of information by the two originators of the course.

Other formats are also used--interviews, documentary footage with voice-over, etc.--but direct instruction is generally the obvious function of the television programs. In short, the television component of Consumer Experience is relatively close to the cognitive end of the cognitive-affective spectrum. In terms of its nature, the television component for this course also differs from the use of television in other UMA courses in that the two talents used throughout as course "instructors" are--in fact--college professors rather than professional actors.

With respect to the instructional role of television in Consumer Experience, the television component for this course--in decided contrast to the other three UMA courses offered to date--carries a large portion of the instructional load for the course. The textbooks are supplementary to the content of the television program. The Student Learning Guide is little more than an outline of the television content, and the tests for the course were formulated largely from the material covered in the television programs.

Learner Responses to Television in Consumer Experience (first offering)

The Consumer Experience course is in the midst of its first offering with the television broadcast schedule to conclude at the end of June. The only direct data now available that relates to learner responses to the television component of the course are drawn from Intermediate Evaluation Forms

(see Appendix F). All enrolled learners have been asked to submit this form three times during the course at equal intervals. The lessons reported on with each form are the same covered by each of the three course examinations. There are 30 lessons in the course with a 30-minute television program for each lesson. Two programs (for two lessons) are broadcast twice each week. Each evaluation form covers ten lessons.

The Intermediate Evaluation Form is a revision of the Unit Evaluation Form used during the first offering of Accounting I and Introductory Psychology. On the form there is one explicit fixed-response item asking learner reactions to the television component and three open-ended items providing opportunity for additional comments. The fixed-response question asks the learner to indicate how helpful the television programs were. Table 13 shows the responses to this item from the first and second Intermediate Evaluation Forms. To date, 38 learners (51%) have submitted the first form and 19 (25%) have returned the second.

Table 13. Learner appraisal of helpfulness of television component in Consumer Experience; Intermediate Evaluation Form

| Form No. | TV Programs Covered | N | Number (and %) rating TV Very Helpful | Helpful | Not Helpful | No. (and %) Reporting Did Not Use TV |
|---|---|---|---|---|---|---|
| 1 | 1-10 | 38 | 27 (71.1) | 11 (28.9) | 0 (00.0) | 0 (00.0) |
| 2 | 11-20 | 19 | 14 (73.7) | 4 (21.1) | 0 (00.0) | 1 (05.3) |

The three open-ended questions (Items 11, 13 and 14) generated very few responses relating to television. A total of only nine evaluative comments were made to the three items overall. Of these, seven were positive in nature. No generalization can or should be drawn from this paucity of open-ended

responses. One statement is worthy of mention in the light of what has been said about the nearly sine qua non role that television plays in this course. On the second form one learner said, "I wouldn't have been able to understand the course without the use of the television views."

To each of the Intermediate Evaluation Forms is appended an additional form entitled "Consumer Experience Television Program Evaluation Form" (see Appendix F). The purpose of this form is to obtain learner ratings of each television program immediately after the broadcast. The form lists all ten programs to be viewed during the evaluation period, the dates they are shown, a place to indicate if the program was not viewed, and a five-point rating scale from "Exceptional" to "Unacceptable."

Table 14 sets forth the ratings of 20 TV programs from forms received to date. As may be seen from Table 14, of the respondents on the first form (nearly half of the enrollees) an average of 75% rated the program as "Good" to "Exceptional." Almost no learners rated them below average and only an average of 5% reported not seeing the programs. The small number of respondents returning the second form to date (about 25%) makes that data possibly less reliable, but again a very high percentage of learners (85% on the average) rate the programs highly and none rate them less than average.

Discussion of Learners' Reponse to Television in Consumer Experience (first offering)

Obviously not too much can be said at this time regarding learners' responses to the television component in Consumer Experience because of the limited data gathered thus far. It does seem fairly clear, however, that up to two-thirds of the way through the course the enrollees are reasonably well satisfied with the television programs for the course. Virtually all learners rate the television programs as "Helpful" to "Very Helpful" with over two-thirds rating them as "Very Helpful." On the ratings of individual programs, no program received

Table 14. Learner ratings of TV programs on the Consumer Experience TV Program Evaluation Form

| Program* | Number (and Percent) rating program | | | | | |
|---|---|---|---|---|---|---|
| | Exceptional | Good | Average | Poor | Unacceptable | Program Not Seen |
| 1 | 2(05) | 23(61) | 11(29) | 0(00) | 1(03) | 1(03) |
| 2 | 4(11) | 17(45) | 15(40) | 0(00) | 0(00) | 2(05) |
| 3 | 9(24) | 17(45) | 10(26) | 1(03) | 0(00) | 1(03) |
| 4 | 10(26) | 20(53) | 7(18) | 1(03) | 0(00) | 0(00) |
| 5 | 19(50) | 14(37) | 4(11) | 1(03) | 0(00) | 0(00) |
| 6 | 10(26) | 21(55) | 6(16) | 0(00) | 0(00) | 1(03) |
| 7 | 11(29) | 17(45) | 6(16) | 0(00) | 0(00) | 4(11) |
| 8 | 8(22) | 23(59) | 4(11) | 0(00) | 0(00) | 3(08) |
| 9** | 8(22) | 21(57) | 4(11) | 1(03) | 0(00) | 3(08) |
| 10** | 9(25) | 20(56) | 2(06) | 0(00) | 0(00) | 5(14) |
| Avg. | 9(24) | 19(51) | 7(19) | 0(01) | 0(00) | 2(05) |
| 11 | 5(26) | 11(58) | 1(05) | 0(00) | 0(00) | 2(11) |
| 12 | 10(53) | 6(32) | 2(11) | 0(00) | 0(00) | 1(05) |
| 13 | 8(42) | 10(53) | 0(00) | 0(00) | 0(00) | 1(05) |
| 14 | 3(16) | 8(42) | 7(37) | 0(00) | 0(00) | 1(05) |
| 15 | 6(32) | 12(63) | 0(00) | 0(00) | 0(00) | 1(05) |
| 16 | 8(42) | 8(42) | 0(00) | 0(00) | 0(00) | 3(18) |
| 17 | 6(32) | 10(53) | 0(00) | 0(00) | 0(00) | 3(27) |
| 18 | 5(26) | 12(63) | 0(00) | 0(00) | 0(00) | 2(11) |
| 19 | 5(26) | 12(63) | 0(00) | 0(00) | 0(00) | 3(11) |
| 20 | 5(26) | 12(63) | 0(00) | 0(00) | 0(00) | 3(11) |
| Avg. | 6(32) | 10(53) | 1(05) | 0(00) | 0(00) | 2(11) |

*Programs 1-10 rated by 38; programs 11-20 rated by 19.

**With respect to programs 9 and 10, one or two respondents failed to make any response.

more than one adverse rating. Only five received one such rating (all among the first ten programs), and only one program was rated unacceptable. Ratings of "Exceptional" range up to 53% for one program with an average of over 25%. Among the few comments made about television in response to open-ended questions, positive statements were predominant.

From these data, limited though they are, the following tentative conclusions about the television component in Consumer Experience are offered.

- Overall, the television programs in Consumer Experience do not present any substantial problems for enrollees. Individually and collectively, the programs are perceived by the learners as helpful.

- The fact that the television component carries virtually all the instructional responsibility for the course does not seem in any way to create difficulties for the learners. There is not even a clear indication that learners are aware of the potential problem for them presented by the placing all the instructional eggs in one basket.

- On the average, about 80% of enrollees rate the individual television programs as good to exceptional.

- Learners have apparently not been dissatisfied with the use of consumer education professors instead of actor talents as authority figures in the programs.

- Learners do not thus far give evidence of being discontented with the general format of the programs.

### 4. Making It Count

#### Description of the Role of Television in Making It Count

The fourth course offered by UMA--Making It Count--is also an acquired course that has been offered by UMA largely in the same form as acquired, including the use of the television component in its original form.

The television component for this course is the closest example among the UMA courses of "one to one" instruction (i.e., presenter to viewer). One person, a male professional broadcaster, is used throughout the series as the authority figure or presenter. He normally introduces the topic of the program directly, and when other than face-on formats are used (film footage, animation, etc.), the same talent continues the presentation through voice-over procedure. As with the Consumer Experience television component, the television programs in Making It Count were produced with a heavy orientation toward cognitive instruction, although considerable effort was made to make the television programs enjoyable as well as enlightening. Unlike the situation with the television programs in Consumer Experience, the content of the programs in this course is virtually a repeat of the Student Manual material.

Learner Responses to Television in Making It Count (first offering)

Much of what was said in the comparable section under Consumer Experience also applies here. The first offering of Making It Count began simultaneously with the other three courses, but because of the relative brevity of the course, the television broadcast schedule concluded late in May. Again, however, the only data available regarding learner responses to the television component are from the Intermediate Evaluation Forms returned by learners (see Appendix G). This form, essentially the same as that used in Consumer Experience, was to be returned by all enrollees at three times during the course. To date, 34 enrollees (48%) have submitted the first form, 25 (35%) the second and 15 (21%) the third.

Questions related to learner responses to television on the Intermediate Evaluation Form for Making It Count are the same as on the form for Consumer Experience--one fixed-reponse item and three open-ended items. The responses made to the objective item on all three forms are shown in Table 15.

Table 15. Learner appraisal of helpfulness of television component in Making It Count; Intermediate Evaluation Form

| Form No. | TV Programs Covered | N | Number (and %) rating TV Very Helpful | Helpful | Not Helpful | No. (and %) Reporting Did Not Use TV | No Response |
|---|---|---|---|---|---|---|---|
| 1 | 1-6 | 34 | 18 (52.9) | 13 (38.2) | 1 (02.9) | 0 (00.0) | 2 (05.9) |
| 2 | 7-14 | 25 | 10 (40.0) | 12 (48.0) | 3 (12.0) | 0 (00.0) | |
| 3 | 15-20 | 15 | 7 (46.7) | 7 (46.7) | 1 (06.7) | 0 (00.0) | |

From Table 15, it may be seen that a consistent finding across all three forms is that about 90% believe the television programs to be "Helpful" to "Very Helpful" for them in the course.

A greater number of comments regarding television have been proffered by Making It Count learners than was true with Consumer Experience. When asked to describe briefly any strong feelings the learner had about any of the learning aids, 14 learners responded in terms of the television programs. (Eleven of these responses were on the first form and three on the second.) These responses were equally divided between positive and negative comments. The positive comments were quite equally distributed between lauding the authority figure, expressing a liking for the format of the programs, and making general statements of praise for the television. One learner contended that with respect to the television there was a "100% improvement over Accounting."

There was a greater focus underlying the negative comments. Four of the respondents expressed dissatisfaction that the television programs seemed to be word-for-word repeat of the Student Manual. Several learners made statements indicating that they thought the television programs should address only the

more important parts of the lesson and cover these in greater detail. The other three learners making negative responses all said the television programs covered too much material and did so too rapidly. In response to the final items requesting suggestions for ways to improve the course or additional comments, there was some reiteration of the concerns (and praise) already noted.

Discussion of Learners Responses to Television in Making It Count (first offering)

As with Consumer Experience, any conclusion reached at this time with respect to the television program in Making It Count must be couched in very tentative terms. Still, some such tentative conclusions do seem warranted.

- The overwhelming majority of enrollees perceive the television programs to be helpful in their study for the course, and nearly half consider the programs to be very helpful in this respect.

- There is a tendency on the part of enrollees to deplore the fact that the television programs are simply a repetition of the print instructional material. These learners would prefer additional in-depth coverage of the more important parts of the lesson.

- There are some positive indicators and no evidence to the contrary that the overall format and style of presentation manifest in the Making It Count television programs are well received by the enrollees.

## Conclusions, Implications for UMA, and Suggested Questions for Further Research

UMA is a very young enterprise in terms of its own criteria for maturity. Eventually, UMA plans to have a diversified portfolio of 50 or more course offerings, but at present has only offered four courses. And with respect to two of these courses, UMA has had no developmental role. Moreover, only two of the four courses have gone through a complete offering. It would be premature,

therefore, to speak in definitive terms about conclusions to be drawn from course offering data obtained to date. This does not, however, preclude the possibility of--indeed the necessity for--propounding some tentative conclusions based on data gathered. The desire on the part of various UMA audiences for some sort of initial statement regarding the reactions of learners to television in UMA courses is compelling, and is addressed in this first paper.

Before outlining some tentative conclusions of a comprehensive nature, and discussing possible implications for UMA, it would be well to first present a listing of some overall generalizations drawn from data on all courses offered to date:

- The television programs for courses offered to date are perceived as "Helpful" to "Very Helpful" by a large majority of enrolled learners. These ratings range from virtually all learners in Consumer Experience to approximately 70% of Accounting I learners.

- At least half of those learners completing a UMA course consider the television component of the course, in its broadcast mode, to have been an important positive factor in the pacing of their study for the course.

- Those who have completed UMA courses tend to perceive the television component of a course as having been of relatively less importance to them in their study than other components (principally print).

- With respect to the two courses with completed offerings, there is a strong tendency for those completing each of these courses to rate the course similarly in terms of its pleasure-invoking characteristics and its perceived importance, i.e., low enjoyment ratings of the television programs in a course by course completers seem to be matched with corresponding low ratings of the importance, helpfulness or informative value of the programs.

- A positive correlation seems to exist between the relative emphasis on direct cognitive instruction in the course television component and the degree

of satisfaction expressed by learners with the television programs of the course. A course in which the role of television is perceived by learners as being largely that of presenting material that is clearly related to the important objectives of the courses elicits indicators of learner satisfaction.

- There is a marked tendency for learners in UMA courses to react negatively to those aspects of the television programs perceived by learners as having exclusively an entertainment function rather than one of instruction.

- There is some evidence to suggest that experienced professional television actors have been less readily accepted by UMA course learners as course related authority figures than those presenters whose principal professional experience relates to the content of the course.

- Learners in UMA courses are most satisfied with the television component of a course when it avoids the two extremes of presenting material that is 1) largely different from that for which they are responsible in the course, or 2) a straight repetition of content found in other components of the course. Optimal satisfaction seems to occur when the television programs present important aspects of course content also presented in other components, but do so in a way distinctively different from other presentations.

The following are some tentative conclusions regarding the employment of television in UMA courses together with the implications for UMA drawn from these conclusions.

1. UMA courses that are truly multi-media in terms of having a variety of instructional components including television are not perceived by learners as being "television courses" with adjunct components simply tacked on. That is, while they view the television component as helpful, informative, important and--perhaps--enjoyable, television is not seen as being the only component of

importance in the course. In some cases, television has not been considered by learners to be as important as the textbook or study guide.

Implication for UMA: UMA must maintain a clear perspective of the relative importance of the instructional role of television in its courses. This is to say that UMA should not lose sight of the fact that television--in spite of what such factors as cost, time or notoriety may indicate to the contrary--is but one of many media available for use in courses. The above conclusion should strengthen the resolve of UMA to discern accurately the optimal roles of television, and to pursue with vigor the policy of employing television and other media in terms of the roles each medium can best play.

2. Broadcast television, as a course component, plays a significant role in serving as an effective study pacer for a significantly large number of course enrollees--even for many of those expressing serious misgivings about the importance, helpfulness or pleasurable aspects of the television programs.

Implication for UMA: Serious consideration must be given by UMA to the ongoing importance of the role played by broadcast television as a course-pacing component. The time may not be too far off when presently available capabilities for meeting broadcast television needs of UMA course offerings will become inadequate. In light of the above conclusion, alternative means for the provision of sufficient broadcast television capabilities to meet expected future needs by UMA (e.g., cable television) should be fully explored and appropriate action taken to ensure the meeting of those needs.

3. Learners enrolled in UMA academic courses, and particularly those seeking to obtain college level credit for their study efforts, exhibit a low tolerance for any television component material not perceived to be directly instructional. This does not preclude the potential effectiveness with viewers of a variety of program formats or instructional techniques. It means simply

that UMA enrollees by and large seem to resent the employment of techniques perceived by them as principally devised to entertain learners. In short, learners are very sensitive to what they perceive to be a relatively low content density within a television program. When the lack of sufficient content is coupled with the presentation of what is construed to be largely "entertainment," many learners react negatively.

Implication for UMA: Serious consideration should be given by UMA to the possibility that the decision to reject the "talking face" conceptualization of instructional television and to present material in a way more commensurate with high quality commercial or public television should be reviewed. It may, for instance, be advisable for UMA to accept the risk of erring rather on the side of providing too little in the way of an enjoyment-inducing environment for instruction and too much instructional content, particularly in those courses likely to attract learners intent on obtaining college credit or occupational upgrading.

4. The overall responses to television programs for UMA courses to date suggest that for learners enrolled in these courses the elusive notion of "quality" is viewed differently than has been the case up to now within UMA. If by "quality" is meant those characteristics of the television component which taken together lead to overall learner satisfaction with and motivation by the programs, then a discrepancy may well exist between the identification of the optimal characteristics of television by UMA and by learners. It may be, for example, that in terms of talent selection, the use of actual content authority figures (even when such figures do not present polished acting ability) will result in a television component considered by enrollees to be of higher quality than would be the case if actors are used.

Implication for UMA: It would seem imperative, in light of the above, that UMA address the issue of defining "quality" in course television components more

fully than in the past. A major focus in this examination should be on the learner and the things that contribute significantly to learner satisfaction with and achievement in a UMA course.

5. The question of what and how much course content to include in the television programs appears to be something of a Scylla and Charybdis affair: two dangerous extremes need to be avoided and the distance between the two may be rather short. On the one hand, it should be readily apparent to the learner that the content within the television programs is integral with the content of other components and that the television component itself provides for significant learning. At the same time, however, it should be just as clear that the television content is not simply a reiteration of what has been presented elsewhere in the course. It is a premise of this present conclusion that television does have a more or less unique role to play in the presentation of course content and that television will prove most useful when its unique qualities are brought to bear on the content at hand.

Implications for UMA: Both in the development of television components and in the selection of television components already produced, UMA should endeavor to be sensitive to the need of avoiding the two extremes described above. Television components for UMA courses should involve the presentation of a significant amount of content relevant to the principal objectives for the course, but the presentation should also take optimal advantage of the unique strengths of television.

The above data, generalizations and tentative conclusions suggest a number of research questions that should be addressed by UMA with respect to the use of television in courseware. Some of the more important of these are listed below together with a very tentative research hypothesis for each.

• Specifically, what degree of impact does the television broadcasting of programs have on the course completion statistics?

Hypothesis: Broadcasting the television programs for a UMA course serves a vital pacing role with learners and has a significant positive effect on course completion statistics.

• What characteristics of course television programs are most closely related to measures of learner satisfaction with the television component of a course and the course overall?

Hypothesis: Learner satisfaction with the television programs for a UMA course and to some lesser extent with the course overall will be most closely related to the characteristics of the television component pertaining directly to instruction and course content. To a much lesser degree, learner satisfaction with a course and with the television component of the course will be related to "instructional context" characteristics of the television programs (e.g., use of skilled actors, employment of a diversified array of video production techniques, etc.).

## Summary

The television component of each of the four courses offered to date by UMA and SUN is, by design, an important instructional element of the course, albeit not one of exclusive importance. Generally, the course television components have thus far been considered by enrollees to be both helpful and enjoyable, although there have been considerable variations in this regard across courses. The perceived helpfulness of the television programs, as well as their enjoyment, seems to depend on the degree to which the medium is used to present content clearly pertinent to the instructional objectives of the course. Independent of how the television programs are rated in terms of

helpfulness or enjoyment, they apparently do serve as an effective course pacing device with most learners. A synthesis of the responses made by enrolled learners to the television components of the various UMA courses has a number of specific implications for UMA relating to its use of television in future courseware. The presentation of learner response to television data must now be followed by and integrated with an examination of the responses to UMA television components from non-learner UMA audiences, specification of the roles television can play most effectively in UMA courseware, and determination of the cost-effectiveness of television usage in UMA courses.

# APPENDICES

APPENDIX A

Unit evaluation form for first offering
of Accounting I and Introductory Psychology

TELL US WHAT YOU THINK

In order to improve SUN courses, we need your reactions to each unit of the course. We will be using your reactions to make changes and revisions in the course. Please answer the questions below. Your answers will not affect your grade in any way. Thank you for helping us.

Course _____ Unit number _____ Date _____

1. Overall, how would you rate this unit?

( ) Excellent
( ) Very Good
( ) Good
( ) Fair
( ) Poor

2. How would you rate the overall clarity of the content?

( ) Exceptionally Clear
( ) Very Clear
( ) Reasonably Clear
( ) Unclear
( ) Very Unclear

3. How did you find the overall pacing of the materials?

( ) Too Fast
( ) Somewhat Fast
( ) Just Right
( ) Somewhat Slow
( ) Too Slow

4. The material in this unit is:

( ) Very Difficult
( ) Somewhat Difficult
( ) Just Right
( ) Somewhat Easy
( ) Very Easy

5. How interesting is this unit?

( ) Very Interesting
( ) Fairly Interesting
( ) Neutral
( ) Not Very Interesting
( ) Boring

6. How many hours did you spend on this unit (including TV presentation)?

( ) 1-3 hours
( ) 4-6 hours
( ) 7-9 hours
( ) 10-12 hours
( ) 13-15 hours
( ) More than 15

7. I learned:

( ) A Great Deal
( ) Some
( ) Not Much
( ) Nothing

8. What I learned is:

( ) Very Important
( ) Important
( ) Generally Unimportant
( ) A Waste

9. Total amount of work is:

( ) Too much
( ) Just right
( ) Too little

10. How helpful did you find the resources you used in this unit?

| | Very Helpful | Helpful | Not helpful | Did not use or Not applicable |
|---|---|---|---|---|
| Newspaper | ( ) | ( ) | ( ) | ( ) |
| Television | ( ) | ( ) | ( ) | ( ) |
| Cassette Tape | ( ) | ( ) | ( ) | ( ) |
| Slide/Tape | ( ) | ( ) | ( ) | ( ) |
| Assigned readings or text | ( ) | ( ) | ( ) | ( ) |
| Extra or recommended readings | ( ) | ( ) | ( ) | ( ) |
| Study Guide | ( ) | ( ) | ( ) | ( ) |
| Learning Center | ( ) | ( ) | ( ) | ( ) |
| Toll-free telephone line | ( ) | ( ) | ( ) | ( ) |

11. Please write any additional comments you may have below or use the back of this sheet.

APPENDIX B

End-of-Course Evaluation Forms for first offering of Accounting I and Introductory Psychology

# SUN END-OF-COURSE EVALUATION FORM

Now that you have completed a SUN course, would you help us in the improvement of this course (and future ones) by completing and sending to us this questionnaire? Your response to each of the questions below is extremely important to us. We ask that you include your name and social security number. Your responses, however, can in no way affect your grade, and you will not be individually identified in any way in the use made of these responses. Please be candid! Thank you very much.

NAME: _____ SOC. SEC. NO. _____

COURSE: _____ DATE: _____

**1.** Overall, how would you rate this course?

( ) Excellent
( ) Good
( ) Fair
( ) Poor
( ) Unsatisfactory

**2.** How interesting was this course to you?

( ) Very Interesting
( ) Fairly Interesting
( ) Neutral
( ) Rather Uninteresting
( ) Very Uninteresting

**3.** This course places the responsibility for learning on the student.

( ) much too heavily
( ) a little too heavily
( ) about the right amount
( ) not quite enough
( ) much too lightly

**4.** Overall, how difficult was this course for you?

( ) Very Difficult
( ) Fairly Difficult
( ) Neutral
( ) Fairly Easy
( ) Very Easy

**5.** In the spaces provided below, please list in order of importance any specific things (up to three) that were significant in making it difficult for you to participate fully in this course. Several (but not all) possible answers are listed below. You may simply use the letter of any of these if you wish, or you may write out other things.

1) _____

2) _____

3) _____

Possible things that might have made the course difficult

a. Work pressures and responsibilities
b. Domestic interruptions and demands
c. Lack of personal contact with teachers
d. Lack of personal contact with other students
e. Self-discipline: getting down to regular work
f. Program pace: keeping up with the TV broadcast schedule
g. Academic and learning problems: starting to study again, new methods, concentration, memory, etc.
h. Lack of time and energy
i. Personal disability
j. Obtaining books and other materials
k. Opposition from family members or close friends
l. Inconvenience of course examination procedures

**6.** How would you rate the course examinations (those taken at a learning center or library)? Check one in each group.

( ) Much too long
( ) Somewhat too long
( ) About right length
( ) Somewhat too short
( ) Much too short

( ) Too difficult
( ) About right difficulty
( ) Too easy

( ) Too many tests
( ) About right number
( ) Too few tests

( ) Fair in choice of content
( ) Unfair in content choice

**7.** Did taking a SUN course involve you in any expenses that were significant to you? (Please respond to each item.)

| | Considerable Expense | Some Expense | Little or No Expense |
|---|---|---|---|
| Loss of overtime work | ( ) | ( ) | ( ) |
| Reduced part-time work | ( ) | ( ) | ( ) |
| Tuition cost | ( ) | ( ) | ( ) |
| Babysitting cost | ( ) | ( ) | ( ) |
| Course material costs | ( ) | ( ) | ( ) |
| Traveling costs | ( ) | ( ) | ( ) |
| Other _____ | | | |
| _____ | ( ) | ( ) | ( ) |

**8.** To what extent did you keep up with the TV broadcast schedule of the course?

( ) I kept up without too much difficulty.
( ) I kept up pretty well, but with some difficulty.
( ) I didn't keep up, but was never more than a few weeks behind.
( ) I wasn't able to keep up and fell progressively farther behind.
( ) I determined my own study schedule from the start and purposely did not pace my study by the TV schedule.

**9.** Did you at any time during the course feel a pressing need for course-related assistance from SUN? Yes ___ No ___

If your answer to the above was "Yes":

a. Did you attempt to obtain help from SUN ___ ___
b. Were you able to make contact with the appropriate person to obtain help? ___ ___
c. Did you receive the help you needed? ___ ___

**10.** In the space below list in order of importance to you the various instructional aids used in the course you took (e.g., TV, text, study guide, etc.). List the most important first. Include learning center and/or telephone if important to you in the course.

1) _____ 5) _____
2) _____ 6) _____
3) _____ 7) _____
4) _____ 8) _____

**11.** Is it likely that you would enroll in another SUN course sometime?

( ) YES ( ) NO

What considerations entered into your answer?

_____

_____

What course(s) would you be interested in taking?

_____

**12.** Do you have specific recommendations to make to the SUN staff for improving this course? (Use back as necessary)

SUPPLEMENTARY END-OF-COURSE EVALUATION QUESTIONS FOR ACCOUNTING I LEARNERS

1. Which of the below best describes your original principal purpose in enrolling in Accounting

( ) Career Improvement
( ) Academic Credit
( ) Personal Enrichment
( ) Other (describe) _____

| | YES | NO |
|---|---|---|
| 2. Was this purpose reasonably well fulfilled? | ( ) | ( ) |
| 3. Did Accounting I provide you with important skills and/or knowledge that were not part of your original purpose in enrolling? | ( ) | ( ) |
| 4. Did you receive any other source(s) of satisfaction from Accounting I which you had not anticipated when you enrolled? | ( ) | ( ) |
| 5. At the present time do you think that you would be interested in enrolling in some other Accounting course, sometime; some place? | ( ) | ( ) |

6. If you were to take another course, which of the following ways of taking it would you prefer

_____ University/College Campus; _____ Correspondence Course; _____ SUN Course

7. Should Accounting II (the concluding half of the first year of college level Accounting) be available from SUN in or about January 1976, which of the following statements would be true for you (barring unforseen circumstances)?

( ) I would very likely enroll.
( ) Very possibly I would enroll.
( ) I don't know if I would enroll or not.
( ) Probably I would not enroll.
( ) Almost definitely I would not enroll.

8. Please rate the five learning aids used in Accounting I according to: 1) the degree to which each was enjoyable for you, and 2) the importance of each to you in the course:

| | ENJOYMENT | | | | | IMPORTANCE | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Very Much | Quite A Bit | Neutral | Some | Very Little | Very Much | Quite A Bit | Neutral | Some | Very Little |
| Newspaper | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Television | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Textbook | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Study Guide | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Audio Tapes | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |

9. With respect to the five learning aids listed in question 8 above, what was the usual sequence that you followed in using the aids with each lesson? (i.e., Which was used first, etc.)

_____

_____

10. If you were to enroll in another SUN course involving the use of a variety of learning aids (similar to those used in Accounting I but with perhaps additional or different aids), what is the most that you think you would be willing to pay for such materials regardless of the quantity of materials received (assuming that tuition costs remained about the same as they are now)?

_____ $20; _____ $25; _____ $30; _____ $35; _____ $40; _____ $__ (indicate)

On behalf of all those responsible for the production and dissemination of this course we wish to thank you very much for your patient assistance in completing the questionnaires so necessary for the effective evaluation of this course.

IPFO 3/75

SUPPLEMENTARY END-OF-COURSE EVALUATION QUESTIONNAIRE FOR INTRODUCTORY PSYCHOLOGY LEARNERS

(Use back of this sheet if necessary)

NAME: _____ SOC. SEC. NO. _____

1. How pleasureable for you were the television programs in this course?

( ) Very pleasureable
( ) Somewhat pleasureable
( ) Not pleasureable

Q: To what extent did the pleasureable value of the television programs detract from their informative value?

_____

_____

_____

2. Did you find the weekly television broadcast helpful in pacing your study schedule?

( ) Yes
( ) No

Q: To what extent did you find a need for some external pacer in your study for this course?

_____

_____

_____

3. Did the trial tests help you to prepare for the graded examinations?

( ) Yes
( ) No

Q: In what way(s) were the trial tests helpful or not helpful?

_____

_____

_____

4. Did you follow the sequence of lesson activities recommended in the study guide?

( ) Almost always
( ) Sometimes
( ) Almost never

Q: How did you use the study guide and for what purpose(s)?

_____

_____

_____

5. Which statement is true for you. "In terms of my own ability, as a result of taking this SUN course:

( ) I have more confidence."
( ) I have the same confidence."
( ) I have less confidence."

Q: In what way(s) has your confidence increased or decreased?

_____

_____

_____

6. Have your personal goals been significantly furthered through taking this course?

( ) Yes
( ) Somewhat
( ) No

Q: What particular personal goals have been helped or hindered?

_____

_____

_____

7. If you were to enroll in another SUN course involving the use of a variety of learning aids (similar to those used in Introductory Psychology but with perhaps additional or different aids), what is the most that you think you would be willing to pay for such materials regardless of the quantity of materials received (assuming that tuition costs remained about the same as they are now)?

"I think that I would be willing to pay up to a maximum of $ _____ for SUN course materials."



On behalf of all those responsible for the production and dissemination of this course we wish to thank you very much for your patient assistance in completing the questionnaires so necessary for the effective evaluation of this course.

APPENDIX C

Interview protocol for first
offering of Accounting I

Interview Protocol for Learning Center Personnel
Phone Survey of Accounting I Learners

Introductory Statement

"Hello (Interviewee), this is (Interviewer) from the SUN Learning Center, (location). We are calling you as one of a selected group of those who enrolled in the SUN Accounting I course this past Fall and who have, according to our records, completed at least half of the course. Our purpose in calling is two-fold: First, we wish to obtain additional information about the Accounting I course to assist in making decisions about revising the course. Second, and perhaps more important, we are seeking information that will assist us in the creation of Accounting II, the follow-up course to the one you took. We hope that the persons we call will view the conversation as an opportunity to influence--in a very significant way--the development of a television course from its very beginning.

Would you be willing to spend the next fifteen minutes or so answering some questions concerning your participation in Accounting I?"

(If the answer is 'yes,' go on to the next protocol section below.)

(If the answer is 'no,' inquire if there is some time when it could be convenient and make an appointment to call back then.)

(If the person is unwilling to participate at any time, endeavor tactfully to find out precisely where in the course the individual is at present and record that information.)

"First of all, according to our records you have completed the (2nd or 3rd) examination, is that correct?" (Interviewer: Circle last exam completed, and note any pertinent comments by learner.)

"These first few questions relate to the general use made of the learning tools provided in the course:"

1. "There were five learning tools available with Accounting I: the Omaha World-Herald newspaper articles, the television programs, the textbook, the study guide, and the audio tapes. Were there any of these that you did not use <u>at all</u> during the course?"

2. (If any components were not used) "Why was the (each one mentioned) not used?"

3. "Were there any of the five learning tools that you did use <u>at the beginning</u> but <u>later</u> discontinued using?"

4. (If any components were discontinued) "Why did you stop using (each one mentioned

5. "Which of the five learning tools do you think contributed the most overall to your learning in the course?"

6. "Briefly, what was it about (the component mentioned in #5) that leads you to rank it first?"

7. "If someone who was just beginning the SUN Accounting I course were to ask you, 'What is the best order to follow in studying the various materials for each lesson?', how would you answer?"

"These next questions pertain to the use of television in the course:"

1. (3) "Overall, how much help were the Accounting I TV programs to you in the course?

2. (4) "How would you describe your feelings about the TV programs?"

3. (5) "Was there anything about the TV presentations that seemed to you unnecessary for the course?"

4. (6) "Do you recall any (or "any other" depending on the response made to #5) specific program, person or event in the TV programs that seemed out-of-place or distracting?" (obtain sufficient identifying information)

5. (9) "Did the regular weekly broadcast schedule have a significant effect in pacing your progress in the course and if so, what was that effect?"

"These next questions pertain to the use of the audio tapes in the course."

1. "Overall, how much help were the audio tapes to you in the course?"

2. "How would you describe your overall feelings about the audio tapes?"

3. "Was there anything about the audio tapes that seemed to you unnecessary for the course?"

4. "Do you recall any (or "any other," depending on the response made to #3) specific tape, person or event in the audio tapes that seemed out-of-place or distracting?" (obtain sufficient identifying information)

(Omit the questions in this next section if the newspaper component was never used.)

"These next questions pertain to the use of the newspaper articles in the course."

1. "Overall, how much help were the newspaper articles to you in the course?"

2. "How would you describe your overall feelings about the newspaper articles?"

3. "Was there anything about the newspaper articles that seemed to you unnecessary in the course?"

"These next few questions pertain to the other print materials in the course?"

1. "Were there any things about the textbook that were particularly bothersome to you?"

2. (3) "Were there any things about the study guide that were particularly bothersome to you?"

"These are the final questions."

1. "In relation to what you got out of the course, how would you rate the overall financial cost of the course to you?"

2. "Think back to when you were in the midst of working through all of the learning tools provided in the course. Would you tell me three different single words that describe or represent your feelings about this course overall?" (If necessary give an example, i.e., "If you just returned from visiting Washington D. C. and you were asked to describe it in three words you might say: 'Beautiful! Inspiring! Tiring!'")

3. (4) "Finally, is there anything else that you would like to say about the course that might be helpful for revising it or developing new courses?"

Closing Statement

"On behalf of all those responsible for the development of Accounting I and Accounting II, and for the entire SUN Staff, I want to express sincere thanks to you for your willingness to share your thoughts and ideas with us. We sincerely hope that SUN will provide other courses in the future that will be of interest to you. Thank you very much."

APPENDIX D

Intermediate Evaluation Form for
second offering of Accounting I

AISO 4/75

# ACCOUNTING I INTERMEDIATE EVALUATION FORM

In order to improve this and future SUN courses we need your reactions to various aspects of this course at several points throughout the course. Your responses to the questions asked will assist us considerably in determining whether to make future changes in the course. Please help us, then, by answering each item below and returning this form in the attached postage-free envelope as soon as convenient following completion of all study for the course topic indicated below. Answers to all items are to relate only to the course content specified.

We ask that you include your name and Social Security No. where indicated. The only purpose in this is to permit the study of group responses. You will in no way be individually identified, and your responses can in no way affect your grade in the course. Please be candid. Thank you.

NAME: _____ Soc. Sec. No. _____

Please return this form after you have completed study for Topic ____ in Unit ____.

Course content topics to be evaluated: _____ through _____

1. Overall, I would rate this part of the course as:
   - ( ) Excellent
   - ( ) Good
   - ( ) Fair
   - ( ) Poor
   - ( ) Unsatisfactory

2. The material in this part of the course was, overall:
   - ( ) Very Difficult
   - ( ) Somewhat Difficult
   - ( ) Just Right
   - ( ) Somewhat Easy
   - ( ) Very Easy

3. In terms of the TV schedule, the pace of this part of the course was:
   - ( ) Too Fast
   - ( ) Somewhat Fast
   - ( ) Just Right
   - ( ) Somewhat Slow
   - ( ) Too Slow

4. What was the average time you spent on each weekly topic (including watching TV)? _____

5. Please list below, in order of relative importance to you during the study of the topics in this part of the course, the instructional aids provided (i.e., text, newspaper, audio tapes, study guide, television.) List the most important first, etc. Omit any not used at all.

   1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____

6. What was the usual sequence you followed with each topic in using the aids listed in 5. above? (i.e., which did you use first in studying a topic; which second; etc.)

   1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____

7. Which, if any, of the TV programs in this part of the course did you not see? _____

   What was the cause of your not seeing these programs? _____

   Which day did you usually watch the TV? _____ How many programs did you see twice? _____

   Was the TV scheduling convenient for you? ____ Yes ____ No: What would be better? _____

   If you saw any of them, please rate the TV programs in each of the columns below:

| Importance | Enjoyment | Helpfulness in Pacing Study |
|---|---|---|
| ( ) Very Important | ( ) Very Enjoyable | ( ) Very Helpful |
| ( ) Somewhat Important | ( ) Somewhat Enjoyable | ( ) Somewhat Helpful |
| ( ) Not Important | ( ) Not Enjoyable | ( ) Not Helpful |

   Comments or suggestions regarding the TV programs: _____

8. Which, if any, of the audio tapes for this part of the course did you not hear? _____

What was the cause of your not hearing these tapes? _____

If you listened to any of them, please rate the audio tapes in each of the columns below:

| Importance | Enjoyment | General Helpfulness |
|---|---|---|
| ( ) Very Important | ( ) Very Enjoyable | ( ) Very Helpful |
| ( ) Somewhat Important | ( ) Somewhat Enjoyable | ( ) Somewhat Helpful |
| ( ) Not Important | ( ) Not Enjoyable | ( ) Not Helpful |

Comments or suggestions regarding the audio tapes: _____

_____

9. What specific difficulties did you encounter in this part of the course with respect to the printed materials (text, study guide, newspaper)?

_____

_____

What suggestions can you make for decreasing the difficulties you experienced?

_____

10. Which Topic(s), if any, in this part of the course did you consider very difficult? _____

What, specifically, seemed to be the cause of the difficulty in each case? _____

_____

What suggestions can you make for decreasing this difficulty? _____

_____

11. How many times during this part of the course did you attempt to contact SUN by means of the toll-free phone line in order to obtain course related help? _____

How many times were you unsuccessful in reaching the right person to help you? _____

How many times were you unsuccessful in obtaining the exact help you needed? _____

12. What other comments or suggestions can you make which might assist us in improving this part of the course?

_____

_____

_____

_____

APPENDIX E

Unit Evaluation Form for second offering of Introductory Psychology

# INTRODUCTORY PSYCHOLOGY UNIT EVALUATION FORM

In order to improve SUN courses, we need your reactions to this unit of the course. We will be using this information to make necessary changes and revisions in the course. Please complete the items below. A comment section follows each item so that you can elaborate on your response, if you so desire. Your answers will not affect your grade or evaluation of your performance in any way. Furthermore, the information will be handled confidentially and no names of students will be reported in the findings. A self-addressed, stamped envelope is enclosed for return of the completed form. Thank you for helping us.

Name _____ Unit number _____ Date _____

1. I found the directions given in the study guide for this unit: (mark one)

   ( ) too general
   ( ) just right in detail
   ( ) too specific

   Comment:

2. The order of components I used in my study during this unit were: (mark one)

   ( ) television, text, newspaper
   ( ) text, newspaper, television
   ( ) newspaper, television, text
   ( ) television, newspaper, text
   ( ) text, television, newspaper
   ( ) newspaper, text, television
   ( ) _____ (other, please specify)

   Comment:

3. During this unit, I had contact with: (mark one or more)

   ( ) other students in the course, over the telephone
   ( ) other students in the course, at the learning center
   ( ) other students in the course, at a home or other place in the community
   ( ) course faculty, through the toll-free telephone line
   ( ) course faculty, at the learning center
   ( ) course faculty, through a personal letter (not a form letter)
   ( ) course faculty, at library or other place in the community
   ( ) learning center staff, over the telephone
   ( ) learning center staff, at the learning center
   ( ) learning center staff, at library or other place in the community
   ( ) learning center staff, through a personal letter
   ( ) SUN administrators, over the telephone
   ( ) SUN administrators, at the learning center
   ( ) SUN administrators, through a personal letter

   Comment:

4. I found that illustrations in the text during this unit: (mark one)

( ) helped clarify the reading material
( ) didn't add anything to the reading material
( ) confused the reading material

Comment:

5. During this unit, I used the Course-at-a-Glance: (mark one)

( ) not at all
( ) once
( ) twice
( ) more than twice

Comment:

6. I found the television program for this unit: (mark one)

( ) not informative or pleasurable
( ) pleasurable, but not informative
( ) informative, but not pleasurable
( ) informative and pleasurable

Comment:

7. I felt that the TV material was: (mark one)

( ) a repeat of the text material
( ) partly the same as and partly different from the text material
( ) different from the text material

Comment:

8. For this unit, I think that the TV material should be: (mark one)

( ) a repeat of the text material
( ) partly the same as and partly different from the text material
( ) different from the text material

Comment:

9. The television broadcast schedule: (mark one)

( ) helped me to pace my study during this unit
( ) did not serve as a pacer for my study
( ) interferred with progressing at my own rate

Comment:

10. Information which I could have used in this unit and did not obtain was: (please complete)

11. If I could change one thing about this unit, it would be: (please complete)

APPENDIX F

Intermediate Evaluation Form and Television Program Evaluation Form for Consumer Experience

# CONSUMER EXPERIENCE INTERMEDIATE EVALUATION FORM

In order to improve this and future SUN courses we need your reactions to various aspects of this course at several points throughout the course. Your responses to the questions asked will assist us considerably in determining whether to make future changes in the course. Please help us, then, by answering each item below and returning this form in the attached postage-free envelope as soon as convenient following completion of all study for the course programs indicated below. Answers to all items are to relate only to the course content specified.

We ask that you include your name and social security no. where indicated. The only purpose in this is to permit the study of group responses. You will in no way be individually identified, and your responses can in no way affect your grade in the course. Please be candid. Thank you.

NAME: _____ Soc. Sec. No. _____

Please return this form after you have completed all study for Program No. _____

Course content to be evaluated: _____ through _____

1. Overall, I would rate this part of the course as:

( ) Excellent
( ) Very Good
( ) Good
( ) Fair
( ) Poor

2. The material in this part of the course was, overall:

( ) Exceptionally Clear
( ) Very Clear
( ) Reasonably Clear
( ) Unclear
( ) Very Unclear

3. The material in this part of the course was, overall:

( ) Very Difficult
( ) Somewhat Difficult
( ) Just Right
( ) Somewhat Easy
( ) Very Easy

4. With respect to the TV broadcast schedule, the overall pacing of this part of the course was:

( ) Too Fast
( ) Somewhat Fast
( ) Just Right
( ) Somewhat Slow
( ) Too Slow

5. I spent the following average time, including the TV program, on each of the included lessons:

( ) Less than 1 hour
( ) 1-3 hours
( ) 4-6 hours
( ) 7-9 hours
( ) 10-12 hours
( ) Over 12 hours

6. The total amount of work required for this part of the course is:

( ) Considerably Too Much
( ) Slightly Too Much
( ) Just Right
( ) Slightly Too Little
( ) Considerably Too Little

7. I thought the material in this part of the course was:

( ) Very Interesting
( ) Fairly Interesting
( ) Neutral
( ) Not Very Interesting
( ) Very Uninteresting

8. I believe that from this part of the course I learned:

( ) A Great Deal
( ) Some Things
( ) Not Very Much
( ) Almost Nothing

9. I believe that what I learned from this part of the course was:

( ) Very Important
( ) Important
( ) Generally Unimportant
( ) Almost Entirely Unimportant

10. How helpful did you find each of the resources provided?

| | Very Helpful | Helpful | Not Helpful | Did Not Use |
|---|---|---|---|---|
| a. Newspaper Articles | ( ) | ( ) | ( ) | ( ) |
| b. Television Programs | ( ) | ( ) | ( ) | ( ) |
| c. Buy It Right! (Text) | ( ) | ( ) | ( ) | ( ) |
| d. PLAID (Text) | ( ) | ( ) | ( ) | ( ) |
| e. Student Learning Guide | ( ) | ( ) | ( ) | ( ) |
| f. Learning Center | ( ) | ( ) | ( ) | ( ) |
| g. Toll-Free Telephone | ( ) | ( ) | ( ) | ( ) |

11. In the space below (use the back if needed) please describe briefly any strong feelings you had (negative or positive) about any of the learning aids listed in 10. above, or about the content in any of the lessons covered.

| Learning Aid(s)/Lesson(s) | Your Reaction(s)/Suggestion(s) |
|---|---|

12. Describe below any subject matter which you would have liked to cover that was omitted from the pertinent program? (please identify program if possible).

13. What specific recommendations can you make for changing things in this course so as to improve it?

14. Do you have any other comments regarding anything at all about this course to date?

CEPO 3775

# CONSUMER EXPERIENCE TELEVISION PROGRAM EVALUATION FORM

In addition to the information obtained on the intermediate evaluation form covering a number of lessons, we would like to have some indication of your overall reaction to each of the television programs presented during the period covered by that evaluation. Following the showing of each of the television programs listed below, would you rate the presentation as indicated (or indicate that you did not view it), and provide any pertinent comments you wish concerning the program. This information will help us to determine whether a particular program should be retained in future offerings of the course, replaced or supplemenced in some way.

This first form of this nature is reaching you after several programs have already been shown, but we would like very much for you to rate those programs also on the basis of your recollections. You may wish to refer back to the appropriate sections of the Student Learning Guide to refresh your memory regarding the content - and your reactions thereto - of particular programs. Thank you very much.

| TV Program | Dates Shown | Program Not Seen | Rating: Exceptional | Good | Average | Poor | Unacceptable |
|---|---|---|---|---|---|---|---|
| 1. Where Does the Money Go? | March 4,8 | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Comment(s) _____ | | | | | | | |
| 2. Consumer Behavior Models | March 6,8 | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Comment(s) _____ | | | | | | | |
| 3. Research and the Marketplace | March 11,15 | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Comment(s) _____ | | | | | | | |
| 4. Influences in the Marketplace | March 13,15 | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Comment(s) _____ | | | | | | | |
| 5. Food Buyer's Guide | March 18,22 | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Comment(s) _____ | | | | | | | |
| 6. Alternatives to the Supermarket | March 20,22 | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Comment(s) _____ | | | | | | | |
| 7. Buying Clothes | March 25,29 | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Comment(s) _____ | | | | | | | |
| 8. Product Purchasing | March 27,29 | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Comment(s) _____ | | | | | | | |
| 9. Wheels and Deals: Pt. 1 | April 1,5 | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Comment(s) _____ | | | | | | | |
| 10. Wheels and Deals: Pt.2 | April 3,5 | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Comment(s) _____ | | | | | | | |

(Use the back of this sheet as necessary)

## APPENDIX G

Intermediate Evaluation Form
for Making It Count

# MAKING IT COUNT INTERMEDIATE EVALUATION FORM

In order to improve this and future SUN courses we need your reactions to various aspects of this course at several points throughout the course. Your responses to the questions asked will assist us considerably in determining whether to make future changes in the course. Please help us, then, by answering each item below and returning this form in the attached postage-free envelope as soon as convenient following completion of all study for the course program indicated below. Answers to all items are to relate only to the course content specified.

We ask that you include your name and social security no. where indicated. The only purpose in this is to permit the study of group responses. You will in no way be individually identified, and your responses can in no way affect your grade in the course. Please be candid. Thank you.

NAME: _____ Soc. Sec. No. _____

Please return this form after you have completed study for Programs _____ including the assigned readings.

1. Overall, I would rate this part of the course as:

( ) Excellent
( ) Very Good
( ) Good
( ) Fair
( ) Poor

2. The material in this part of the course was, overall:

( ) Exceptionally Clear
( ) Very Clear
( ) Reasonably Clear
( ) Unclear
( ) Very Unclear

3. The material in this part of the course was, overall:

( ) Very Difficult
( ) Somewhat Difficult
( ) Just Right
( ) Somewhat Easy
( ) Very Easy

4. With respect to the TV broadcast schedule, the overall pacing of this part of the course was:

( ) Too Fast
( ) Somewhat Fast
( ) Just Right
( ) Somewhat Slow
( ) Too Slow

5. I spent the following average time, including the TV program, on each of the included lessons:

( ) Less than 1 hour
( ) 1-3 hours
( ) 4-6 hours
( ) 7-9 hours
( ) 10-12 hours
( ) Over 12 hours

6. The total amount of work required for this part of the course is:

( ) Considerably Too Much
( ) Slightly Too Much
( ) Just Right
( ) Slightly Too Little
( ) Considerably Too Little

7. I thought the material in this part of the course was:

( ) Very Interesting
( ) Fairly Interesting
( ) Neutral
( ) Not Very Interesting
( ) Very Uninteresting

8. I believe that from this part of the course I learned:

( ) A Great Deal
( ) Some Things
( ) Not Very Much
( ) Almost Nothing

9. I believe that what I learned from this part of the course was:

( ) Very Important
( ) Important
( ) Generally Unimportant
( ) Almost Entirely Unimportant

10. How helpful did you find each of the resources provided?

| | Very Helpful | Helpful | Not Helpful | Did Not Use |
|---|---|---|---|---|
| a. Newspaper Articles | ( ) | ( ) | ( ) | ( ) |
| b. Television Program | ( ) | ( ) | ( ) | ( ) |
| c. Computers and Society (Text) | ( ) | ( ) | ( ) | ( ) |
| d. Making It Count (Student Manual) | ( ) | ( ) | ( ) | ( ) |
| e. Learning Center | ( ) | ( ) | ( ) | ( ) |
| f. Toll-Free Telephone | ( ) | ( ) | ( ) | ( ) |

11. In the space below (use the back if needed) please describe briefly any strong feelings you had (negative or positive) about any of the learning aids listed in 10. above, or about the content in any of the lessons covered.

Learning Aid(s)/Lesson(s) Your Reaction(s)/Suggestion(s)